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ABSTRACT

This guidebook is designed to be both a resource book and a tentative curriculum outline. The language arts program described for grades 7 through 10 attempts to provide students with a basic background from which they can draw information and skills as needed for their successful work in the English electives offered in grades 11 and 12. The basic skills considered include reading, writing, speaking, listening and library skills, and basic experiences with literature. Electives outlined for grades 11 and 12 include creative writing, the structure of the English language, journalism, advanced composition and research methods, mass communication, basic public speaking, critical thinking, a survey of American literature, a survey of English literature, Shakespeare, world literature, the short story, the novel, poetry, drama, and mythology. (HOD)

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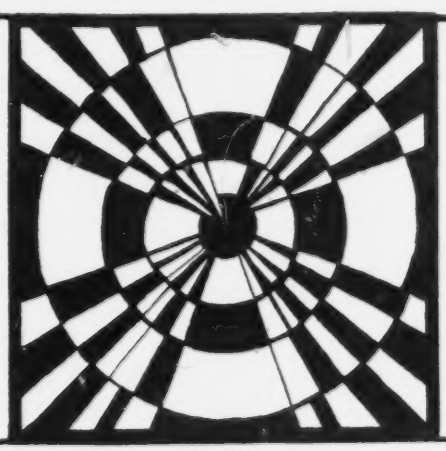
A New Approach To The Teaching Of English Language Arts



CS 200 648

Knoxville, Tennessee

A

N E W A P P R O A C H

T O T H E T E A C H I N G

O F

E N G L I S H L A N G U A G E A R T S

G R A D E S 7 - 12

- Understandest thou what thou readest?

- How can I, except some man should guide me?

-- The Acts of the Apostles, VIII: 30-31

K N O X C O U N T Y S C H O O L S

July 1968

Over the past two years Knox County high school principals and language arts teachers have become aware of a growing concern for the effectiveness and the vitality of the English curriculum. Meetings and workshops were held during the 1967-68 school year and these produced excellent suggestions and ideas for revitalizing the teaching of language arts. One basic aim emerged -- the creation of a meaningful curriculum -- meaningful to children in this latter half of the twentieth century. This guide, A New Approach to the Teaching of Language Arts, is the product of these efforts.

At the beginning of the curriculum study two major deficiencies in the way English was being taught were identified. Frequently skills and facts about language were taught and retaught year after year. While on occasion repetition may be essential for mastery of a skill or understanding, its excessive use produces apathy in the students. The principals and the teachers also noted lack of short range goals which could be easily identified and reached by the students. A program which provided for both minimal repetition and meaningful short range goals was sought.

During the early spring and summer of 1968 a tentative plan was devised and agreed upon. Basic skills -- reading, writing, speaking and listening -- would be emphasized in grades 7-10. After mastering the basics, students in grades 11 and 12 could choose elective courses each semester according to their own interests and projected needs. It is hoped that by allowing students to choose among English electives, their concept of the language will gain a wider perspective.

This guide book should be viewed as both a resource book and a tentative curriculum outline. Contained within are listings of resources available to Knox County teachers of language arts. The courses outline

are not the final word, but merely the first step in an evolving language arts program. As you teach this material, please make suggestions for revisions or additions which we may incorporate next year into a newer curriculum guide.

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THE BASIC LANGUAGE ARTS PROGRAM

Grades 7 - 10

Language arts in grades 7 through 10 will provide the pupil with a basic background from which he may draw information and skills as needed for his successful work in his English electives in grades 11 and 12. Such a background will be composed of basic language arts skills and basic experiences with literature.

The basic skills are those proficiencies which a high school graduate is expected to exhibit in his use of the English language, regardless of his post-graduation plans. Since the electives offered in grades 11 and 12 are not comprehensive, the training which a student receives in basic skills in the intergrated 7 - 10 language arts program may be the last opportunity he will have for formal practice and master of such skills in a classroom situation.

The student should master all the basic language arts skills before enrolling in an elective course. The average student will have mastered these skills during the four years between entering the seventh grade and completing the tenth. We accept the fact, however, that some students will never be able to learn all the required skills. In such instances the teacher must decide where the most profitable experience lies for each individual student -- in the basic classroom perfecting the required skills or competing with more accomplished students in an elective classroom. Conversely, the exceptional student who masters all the skills required in the basic program should not be prevented from taking elective courses before he has completed the tenth grade.

Those basic reading, writing, speaking, listening and library skills which seem to be essential to the high school graduate have been listed on

the basic skills chart, beginning on page 4. Although the skills have been arranged in an order on the skills chart which lends itself to learning in sequence, each teacher must decide on the sequence which is best suited to her students and her approach. Not all skills should be taught in any one year; rather, it is far more desirable that the pupils master the more elementary skills before attempting the more difficult ones on the chart. Vocabulary skills and spelling skills have not been listed. Learning in these areas is a continuous process and will extend even to the electives.

Each student will have a basic skills chart and it will pass from teacher to teacher in the student's folder. At the end of an appropriate period of practice, the teacher should indicate the degree of mastery of each skill on the pupil's chart. Since a two part marking system would not take into consideration variations in the degree of mastery of a skill which might be found among even a single class, a four degree system has been agreed upon. A check + indicates superior achievement; a check indicates average achievement; a check - indicates below average achievement; and, a minus indicates repeated unsuccessful efforts on a student's part to master the skill.

Some of these skills, especially literary skills, will be covered in the elective program. Since, realistically, no student will take all electives, all skills listed on the skills chart should be introduced in the 7 - 10 program.

An experience with various types of literature and with particular selections provides the student with a meaningful background for his experiences both in living and with other selections in literature. It would not be overstating the case to say that there are insights into the cultural heritage of western civilization which are most accessible through

literature. Therefore, we believe that, in as far as it is possible, students in the language arts program in grades 7 through 10 should be given the opportunity to acquire such a background.

Beginning on page 11 is a series of lists, one for each grade level, of literature selections chosen from those books which are available to teachers of language arts in the Knox County Schools. These books are listed in appendix B and are numbered. Each selection on the reading lists carries the number of the text book in which it is to be found. An emphasis has been designated for each grade level to provide for a continuity of experiences and to avoid repetition:

Reading for Pleasure and World Literature - Grade 7

American and World Literature - Grade 8

American Literature - Grade 9

English Literature - Grade 10

Some of the literature selections for grades 9 and 10 are drawn from text books intended for higher grade levels. These selections may be too challenging for some students; therefore, it is the responsibility of the teacher to find material suitable for these students to read at a reduced reading level.

BASIC SKILLS CHART

Students Name_____

Date Skill Sheet was started_____

Date Skill sheet was completed_____

*Indicates an optional skill

Teachers who have evaluated the student:

Teacher	Grade	Dates
_____	____	_____to_____
_____	____	_____to_____
_____	____	_____to_____
_____	____	_____to_____
_____	____	_____to_____
_____	____	_____to_____
_____	____	_____to_____
_____	____	_____to_____
_____	____	_____to_____
_____	____	_____to_____
_____	____	_____to_____
_____	____	_____to_____
_____	____	_____to_____

✓ + Indicates Superior Achievement

✓ Indicates Average Achievement

✓ - Indicates Below Average Achievement

\- Indicates Repeated Unsuccessful Efforts on a Student's Part to Master a Skill

BASIC SKILLS

I. Language and Composition

The student will be expected to perform the following tasks:

_____write neatly

_____use personal pronouns correctly in sentences

_____use adjectives correctly in sentences

_____use adverbs correctly in sentences

_____use verbs correctly in sentences

_____use capital letters correctly

_____punctuate correctly

_____use plurals and possessives correctly

_____write business and social letters correctly according to the standards in the adopted text

_____write summaries

_____write a variety of paragraphs containing a topic sentence and three or more supporting statements that have unity and coherence

_____write well-constructed paragraphs containing a topic sentence and at least five supporting sentences connected by transitional expressions

_____write narrative paragraphs

_____write expository paragraphs

_____write argumentative paragraphs

_____make topic outlines

_____make sentence outlines

_____write two-paragraph themes

_____write compositions and themes using well-constructed paragraphs containing a topic sentence and at least five supporting sentences connected by transitional expressions and continuity of thought

_____spell correctly with the use of a dictionary every word on the final draft of all written work

_____have knowledge of research procedures including:

_____ note cards

_____ bibliography

_____ outline

_____ footnotes

_____ first draft

_____ final draft

_____*write a research paper

II. Library and Study Skills

The student will be expected to perform the following tasks:

_____know the proper procedure for checking out and turning in books, for paying fines in out library, rules for conduct, and for disposing properly of a book which has been removed from a shelf, but was not checked out

_____take notes

_____locate the following in a book:

_____title page

_____table of contents

_____index

_____have a general knowledge of the Dewey Decimal System

_____use general reference materials including

_____abridged dictionary

_____card catalog

_____encyclopedia

_____magazines and newspapers by using Reade.'s Guide

_____atlases

_____unabridged dictionaries

_____Roget's Thesarus

_____match a brief description of a given list of library materials with the name of the item

_____show an understanding of the card catalog by:

_____finding the number of books the library owns on each of these subjects when given a list of subjects

_____finding the catalog card for each author and listing the title and call number for one book each author has written that may be found in our library when given a list of authors

_____finding out whether or not our library has the book and copying the call number when given a list of book titles

_____know the following information which the dictionary supplies about each word:

_____word spelling

_____pronunciation

_____origin

_____definition

_____synonyms

_____antonyms

_____parts of speech

_____level of usage

_____syllabication

_____given a list of selected words, analyze each word accurately with the use of a dictionary

Example: resemble

re; a prefix meaning back or again
semble; a base word meaning to seem
ble; a suffix meaning fitness or worthiness

_____state the difference between an abridged and an unabridged dictionary

_____place dictionary entry words under the proper guidewords

_____given a word in context, choose the appropriate definition from the dictionary

III. Speaking and Listening Skills

The student will be expected to perform the following speaking tasks:

_____participate in classroom discussions

_____*participate in individual and choral readings

_____give oral reports and demonstrations in a classroom situation

_____organize a speech

_____give a formal speech in a classroom situation

_____participate in creative dramatics

_____practice basic parliamentary procedure

_____prepare and deliver an informative speech

_____prepare and deliver a persuasive speech

_____speak extemporaneously

_____*debate

_____give oral interpretations

The student will be expected to perform the following listening tasks:

_____listen courteously

_____listen and follow directions

_____listen and answer definite questions

_____listen critically (to form an opinion)

_____listen and form a judgment about what is heard

IV. Literature and Reading Skills

The student will be expected to perform the following tasks:

_____note details in a literary selection

_____define, point out, and discuss where applicable:

_____author

_____approximate period when written

_____literary form

_____setting

_____plot

_____characters

_____theme

_____style

_____literary form

_____draw conclusions

_____make inferences

_____given a list of literary terms, define and give an example or point them out in a selection

_____contrast or compare the themes of given literary selections

_____given a list of selected authors, identify each according to his forms of writing, period of writing, and significant life characteristics

_____given excerpts from the work of selected authors, identify the authors

_____given selected lines in literature, state the meaning of these lines in his own words

_____understand short story in depth:

_____structure

_____foreshadowing

_____theme

_____conflict

_____mood

_____tone

_____characterization

_____recognize, discuss and define:

_____figures of speech

_____literary devices

_____dialects

_____denotative and connotative meanings

_____understand the novel in depth including:

_____characters

_____setting

_____form

_____mood

_____theme

_____plot

_____tone

_____forshadowing

_____subplots

_____style

_____understand the following literary types well enough to define or classify a selection

_____drama

_____novel

_____short story

_____poetry

_____fiction

_____articles

_____essay

_____biography

_____nonfiction

SEVENTH GRADE LITERATURE SELECTIONS

EMPHASIS: World Literature and Reading for Pleasure

The following list is a nucleus of reading material for world literature in the seventh grade program. Selections for pleasure will vary in each teaching situation.

TEXTS:

ADVENTURES FOR READERS, BOOK I (Laureate Edition)	2
ADVENTURES FOR READERS, BOOK I (Olympic Edition)	3
PARADES	49
MORE PARADES	50

Selections	Authors	Book No.
I. Stories		
A DAY'S WAIT	Hemingway	3
BEING A PUBLIC CHARACTER	Marquis	', 3
THE CAT AND THE PAIN KILLER	Twain	2, 3, 49
A CHRISTMAS CAROL	Dickens	2, 3
OLD BEN	Stuart	2, 3
RIKKI-TIKKI-TAVI	Kipling	2, 3
RIP VAN WINKLE	Irving	2, 3
TO REPEL BOARDERS	London	2
II. Myths		
PROSERPINE AND PLUTO	Strong & Leonard	2, 3
THOR AND THE GIANT KING	Coolidge	2

	THE THREE GOLDEN APPLES	Hawthorne	2
	THE NIGHTINGALE	Anderson	2, 3
	ICARUS AND DAEDALUS	Peabody	50
	THE DWARF'S GIFTS	Brown	50
III.	Drama		
	THE BIG WAVE	Buck	2, 3
IV.	Non-Fiction		
	ARCHIMEDES	Asimov	2
	HELEN KELLER	Brooks	2, 3
	"THE THINGS I WANT TO KNOW ARE IN BOOKS"	Sandburg	2
	BAG OF BONES	Skinner	2
	GETTYSBURG ADDRESS	Lincoln	2, 3
	SNAPSHOT OF A DOG	Thurber	2, 3
	THREE DAYS TO SEE	Keller	2
V.	Poetry		
	IN FLANDERS FIELDS	McCrae	2, 3
	ON THE GRASSHOPPER AND THE CRICKET	Keats	2
	SILVIA	Shakespeare	2
	THE SOLITARY REAPER	Wordsworth	2
	SONG	Browning	2, 3
	TO ONE WHO HAS BEEN LONG IN THE CITY PENT	Keats	2
	UNDER THE GREENWOOD TREE	Shakespeare	2
	ABRAHAM LINCOLN	The Benets	50
	LEWIS AND CLARK	The Benets	50
	SWARMS OF MINNOWS	Keats	3
	SEA FEVER	Masefield	50
	THE HIGHWAYMAN	Noyes	2, 3

THE WRECK OF THE HESPERUS	Longfellow	2, 3
ANNABEL LEE	Poe	2, 3
THE ROAD NOT TAKEN	Frost	2, 3

VI. Fiction (Encourage students to read these selections)

RASCAL	North
TREASURE ISLAND	Stevenson
INCREDIBLE JOURNEY	Burnford
IRISH RED	Kjelgaard
SPURS FOR SUZANNA	Cavanna
HOT ROD	Filsen
CO TEAM GO	Tunis
MIRIAM	Sommerfelt
THE BABE RUTH STORY	Ruth Considine
JUNIOR MISS	Benson
SEVENTEEN	Tarkington
THE DOG WHO WOULDN'T BE	Mourat
BRISTLE FACE	Ball
PRO QUARTERBACK	Tittle & Liss
FROM THE EARTH TO THE MOON	Verne
THE TREASURE OF THE GREAT REEF	Clarke
SWIFTWATER	Annixter
RED CAR	Stanford
FIFTEEN	Cleary
FAVORITE TALES FROM SHAKESPEARE	Lamb
BIG DOC S GIRL	Medearis
SORORITY GIRL	Emery
STREET ROD	Filson

A GIRL CALLED CHRIS	Nelson
THE KID COMES BACK	Tunis
JULIE'S HERITAGE	Marshall
CANDY STRIPERS	Wyndham
NATIONAL VELVET	Bagnold

VII Films Available from the Knox County Schools Materials Center

POE

LONGFELLOW

IRVING

DICKENS

LITERATURE APPRECIATION: HOW TO READ POETRY

VIII Filmstrips Available from the Knox County Schools Materials Center

POE

LONGFELLOW

IRVING

IX Recordings Available at the Knox County Central Record Library

UNITY OF FREE MEN, S V BENÉT

PIED PIPER OF HAMELIN

SONG FROM PIPPA PASSES

CAVALIER TUNE

INCIDENT AT A FRENCH CAMP

THE ADVENTURES OF OLIVER TWIST AND FAGAN

A TALE OF TWO CITIES

ROBERT FROST READS THE POETRY OF ROBERT FROST

TALES OF MYSTERY AND IMAGINATION

LEGEND OF SLEEPY HOLLOW

RIP VAN WINKLE

MAURICE EVANS INTRODUCTION TO SHAKESPEARE

SHAKESPEARE

SONGS FROM SHAKESPEARE'S PLAYS

GREAT POETS OF ENGLISH LITERATURE

POET S GOLD

WORLDS OF LITERATURE--AMERICAN

ENDLESS HORIZONS

OUR ENGLISH HERITAGE

WORLDS OF ADVENTURE

WORLDS OF PEOPLE

WORLDS TO EXPLORE

GREAT AMERICAN SPEECHES

EIGHTH GRADE LITERATURE SELECTIONS

EMPHASIS: American Literature and World Literature

There will be an emphasis on American literature to correspond with American history and a continuation of the study of world literature.

MAJOR TEXTS:	ADVENTURES FOR READERS, BOOK II (Laureate Edition)	5
	ADVENTURES FOR READERS, BOOK II (olympic Edition)	6
	PANORAMAS	51
	MORE PANORAMAS	52
SUPPLEMENTARY TEXTS:	READINGS TO REMEMBER	40
	POEMS TO REMEMBER	38
	PLAYS TO REMEMBER	39
	STORIES TO REMEMBER	37

Selections	Authors	Book No.
I. American Selections		
A. Colonial Period		
POCAHONTAS STORY	Smith	6
LOST WATER CASKS	Tate	51
GLASS MAKER'S STREET	Rogers	51
B. French and Indian War		
EVANGELINE	Longfellow	5, 6
C. Revolutionary War		
PAUL REVERE'S RIDE	Longfellow	5, 6

D. War of 1812		
MAN WITHOUT A COUNTRY	Hale	5, 6
E. Flowering of the East		
THE RAVEN	Poe	5
LEGEND OF SLEEPY HOLLOW	Irving	5, 6, 52
CONCORD HYMN	Emerson	5, 6
OLD IRONSIDES	Holmes	5, 6
F. Civil War		
O CAPTAIN! MY CAPTAIN!	Whitman	5, 6
G. Other American Selctions		
THE NIGHT THE BED FELL	Thurber	5, 6
THE LAST LEAF	O. Henry	6
AFTER TWENTY YEARS	O. Henry	6
LIFE ON THE MISSISSIPPI	Twain	5
TOM SAWYER, GLORIOUS WHITEWASHER	Twain	6
THE SPLINTER	Rinehart	5, 6
A MODEL T NAMED "IT"	Steinbeck	6
JOHN F. KENNEDY'S INAUGURAL ADDRESS	Kennedy	40
SALT-WATER TEA	Forbes	5, 6
FEATHERTOP	Hawthorne	39
ABE LINCOLN IN ILLINOIS	Sherwood	39
THE EARTH WAS THEIR BOOK	Stuart	6
FLYING THE MAIL	Lindberg	5
POEMS	Frost	5, 6
THE DIVING FOOL	Reck	5, 6
SELECTIONS BY OGDEN NASH	Nash	5, 6
MOST VALUABLE PLAYER	Heath	5. 6

OLD RANGER	Hager	6
MY FRIEND FLICKA	O'Hara	5
CHRISTMAS DAY IN THE MORNING	Buck	6

II. World Literature

CHARGE OF THE LIGHT BRIGADE	Tennyson	5, 6
LOCHINVAR	Scott	5, 6
DUNKIRK	Nathan	5
Selections	Shakespeare	5, 6
NIGHTMARE IN THE STRATOSPHERE	DeSalis	5

III. Fiction (Encourage students to read these selections)

ROBINSON CRUSOE	Defoe
CALL OF THE WILD	London
CAPTAINS COURAGEOUS	Kipling
KIDNAPPED	Stevenson
20,000 LEAGUES UNDER THE SEA	Verne
STORY OF MY LIFE	Keller
INN OF SIXTH HAPPINESS	Burgess
KON-TIKI	Heyerdahl
DEATH BE NOT PROUD	Gunther
NIGHT THEY BURNED THE MOUNTAIN	Dooley
A LANTERN IN HER HAND	Aldrich
HIROSHIMA	Hersey
THE GOOD EARTH	Buck
THE RAFT	Trumbull
BRIDGE ON THE RIVER KWAI	Boulle
KAREN	Killilea

CHEAPER BY THE DOZEN	Gilbreath and Cary
NO TIME FOR SERGEANTS	Hyman
MY FAIR LADY	Lerner
PROFILES IN COURAGE	Kennedy
SHANE	Schaefer
ROAD ROCKET	Felsen
THE UNCHOSEN	Gilbert
THE FAMILY NOBODY WANTED	Doss
EDGE OF TOMORROW	Dooley
BRIDGES AT TOKO-RI	Michener
LIGHT IN THE FOREST	Richter
ANNA AND THE KING OF SIAM	Landon
GOD IS MY CO-PILOT	Scott
HORSEMASTERS	Stanford
ESCAPE FROM WARSAW	Serraillier
MEN OF IRON	Pyle

IV. Films available from the Knox County Schools Materials Center

LAND OF EVANGELINE

MIDNIGHT RIDE OF PAUL REVERE

AMERICAN LITERATURE -- COLONIAL TIMES

AMERICAN LITERATURE -- REVOLUTIONARY TIMES

AMERICAN LITERATURE -- WESTWARD MOVEMENT

V. Filmstrips available from the Knox County Schools Materials Center

EVANGELINE

LONGFELLOW

IRVING

MAN WITHOUT A COUNTRY

TOM SAWYEI WHITEWASHES THE 'ENCE

VI. Recordings Available at the Knox County Central Record Library

DESTRUCTION OF SENNACHERIB	Byron
THE NECKLACE	de Maupassant
MAN WITHOUT A COUNTRY	Hale
TALES OF MYSTERY & IMAGINATION	Irving
PAUL REVERE'S RIDE	Longfellow
INTRODUCTION TO SHAKESPEARE	Maurice Evans
CHARGE OF THE LIGHT BRIGADE	Tennyson
TOM SAWYER	Twain
20,000 LEAGUES UNDER THE SEA	Verne
O CAPTAIN! MY CAPTAIN!	Whitman

GREAT POETS OF ENGLISH LITERATURE

PLEASURE DOME (Modern Poets)

POET'S GOLD (English Poets and American Poets)

WORLDS OF LITERATURE -- AMERICAN

OUR ENGLISH HERITAGE

WORLDS OF ADVENTURE

WORLDS OF PEOPLE

WORLDS TO EXPLORE (Nathan)

HISTORICAL AMERICA IN SONG

HISTORY SPEAKS

GREAT AMERICAN SPEECHES

NINTH GRADE LITERATURE SELECTIONS

EMPHASIS: American Literature

MAJOR TEXTS. ADVENTURES IN READING (Olympic Edition 8

ADVENTURES IN AMERICAN LITERATURE (Olympic Edition) 12

SUPPLEMENTARY TEXTS: A CAVALCADE OF AMERICAN WRITING 17

A CAVALCADE OF LIFE IN WRITING 15

CONTEMPORARY AMERICAN PROSE 25

CONTEMPORARY AMERICAN POETRY 26

CHANGING YEARS OF AMERICAN LITERATURE 24

Selections	Authors	Book No.
I. Colonial Period		
THE POCAHONTAS STORY	Smith	12
THE LANDING AT PLYMOUTH	Bradford	12
SINNERS IN HANDS OF AN ANGRY GOD	Edwards	12
II. The Making of a Nation		
Selections	Franklin	12
THE CRISIS	Paine	12, 17
THE DECLARATION OF INDEPENDENCE	Jefferson	12
III. Flowering of the East		
TO HELEN	Poe	12
PIT AND PENDULUM	Poe	12
DR HEIDEGGER'S EXPERIMENT	Hawthorne	12
DEVIL AND TOM WALKER	Irving	12

	FROM WALDEN	Thoreau	12
	Selected Essays	Emerson	12
	Selections	Longfellow	12
	Selections	Lowell	12
	Selections	Holmes	12
	Selections	Whittier	12
IV.	Growth and Conflict		
	Selections	Lincoln	12
	FAREWELL TO ARMY OF NORTHERN VIRGINIA	Lee	12
	JOHN BROWN'S BODY	Benet	12
V.	Westward Movement		
	LIGHTNING PILOT	Twain	12
	OUTCASTS OF POKER FLAT	Harte	12, 17
VI.	Modern		
	Selections	Whitman	12, 17
	SONG OF THE CHATTAHOOCHEE	Lanier	12
	Selections	Dickinson	12, 17, 15, 19
	MINIVER CHEEVY	Robinson	12
	RICHARD CORY	Robinson	12, 17
	STOPPING BY WOODS ON A SNOWY EVENING	Frost	12
	MENDING WALL	Frost	12, 17
	Selections	Masters	12, 17, 26
	CHICAGO	Sandburg	12, 17
	GENERAL WILLIAM BOOTH ENTERS INTO HEAVEN	Lindsay	12
	WHEN FROST IS ON THE PUNKIN'	Riley	12
	LITTLE BOY BLUE	Field	12

VII.	Short Stories		
	TO BUILD A FIRE	London	12, 17
	GIFT OF THE MAGI	O. Henry	15
	COP AND THE ANTHEM	O. Henry	12
	SECRET LIFE OF WALTER MITTY	Thurber	17, 19
	AN EPISODE OF WAR	Crane	12
VIII.	Drama		
	OUR TOWN	Wilder	12
		or	
	CAINE MUTINY COURT MARTIAL	Wouk	47
IX.	Fiction and Drama (Encourage students to read these selections)		
	JOHNNY TREMAIN	Forbes	
	HUCKLEBERRY FINN	Twain	
	OX-BOW INCIDENT	Clark	
	OLD YELLER	Gipson	
	MIRACLE WORKER	Gipson	
	THE YEARLING	Rawlings	
	THE SPY	Cooper	
	ISLAND OF THE BLUE DOLPHINS	O'Dell	
	OLD MAN AND THE SEA	Hemingway	
	TOM SAWYER	Twain	
	RED BADGE OF COURAGE	Crane	
	WHITE FANG	London	
	HOUSE OF THE SEVEN GABLES	Hawthorne	
	MOBY DICK	Melville	
	GONE WITH THE WIND	Mitchell	
	LAST OF THE MOHICANS	Cooper	

DEERSLAYER	Cooper
TO KILL A MOCKINGBIRD	Lee
A NIGHT TO REMEMBER	Lord
DAY OF INFAMY	Lord
MY LIFE AND HARD TIMES	Thurber
SUNRISE AT CAMPOBELLO	Schary
INHERIT THE WIND	Lawrence & Lee
UGLY AMERICAN	Lederer & Burdick
THE PEARL	Steinbeck
TRAVELS WITH CHARLIE	Steinbeck
LIFE WITH FATHER	Day
LIFE WITH MOTHER	Day
CRIS DELAHANTY	West
SEA GULLS WOKE ME	Stolz
PRINCE AND THE PAUPER	Twain
THE BRIDGE OF SAN LUIS REY	Wilder

X. Films and Filmstrips Available from the Knox County Schools Materials Center

AMERICAN LITERATURE -- COLONIAL TIMES

AMERICAN LITERATURE -- REVOLUTIONARY TIMES

AMERICAN LITERATURE -- WESTWARD MOVEMENT

EDGAR ALLAN POE: BACKGROUND

HENRY W. LONGFELLOW

JAMES FENIMORE COOPER

NEW ENGLAND: BACKGROUND OF LITERATURE

OLIVER WENDELL HOLMES

ROBERT L. STEVENSON

WASHINGTON IRVING

JOHN G. WHITTIER

XI. Recordings Available at the Knox County Central Record Library

I HEAR AMERICA SINGING

HISTORY SPEAKS

HISTORICAL AMERICA IN SONG

UNITY OF FREE MEN

ROBERT FROST READS HIS POETRY

HOUSE OF THE SEVEN GABLES

THE FIRST SNOWFALL

HUCKLEBERRY FINN

POET'S GOLD

WORLDS OF LITERATURE -- AMERICAN

ENDLESS HORIZONS

GREAT AMERICAN SPEECHES

TENTH GRADE SUGGESTED LITERATURE SELECTIONS

EMPHASIS: English Literature

MAJOR TEXTS:
- VALUES IN LITERATURE 19
- ADVENTURES IN ENGLISH LITERATURE (Olympic Edition) 14

SUPPLEMENTARY TEXTS:
- INSIGHTS INTO LITERATURE 20
- CAVALCADE OF BRITISH WRITING 18
- ADVENTURES IN APPRECIATION (Olympic Edition) 10
- THE EARLY YEARS OF ENGLISH LITERATURE 28
- SPENSER TO GOLDSMITH 29
- ROMANTIC AND VICTORIAN WRITERS 30
- MODERN ENGLISH PROSE AND POETRY 31
- MODERN ENGLISH DRAMA 32
- CAVALCADE OF WORLD WRITING 16
- ADVENTURES IN READING (Olympic Edition) 12
- CAVALCADE OF LIFE IN WRITING 15

Selections	Authors	Book No.
I. The Anglo-Saxon Period		
BEOWULF (translated form)		14
II. The Medieval Period		
PROLOGUE TO THE CANTERBURY TALES	Chaucer	14
NUN'S PRIEST'S TALE	Chaucer	14
SIR PATRICK SPENS		14
BARBARA ALLAN		14

	LORD RANDAL		14
	EDWARD		14
	GET UP AND BAR THE DOOR		14
III.	The Elizabethan Age		
	*Selected Sonnets	Spenser	14
	HARK! HARK! THE LARK!	Shakespeare	14
	WHO IS SYLVIA?	Shakespeare	10
	JULIUS CAESAR	Shakespeare	14
	SONNETS 18, 29, 116, 55	Shakespeare	14
	TO CELIA	Jonson	14
	Selections from the King James Bible		14
	Selected Essays	Bacon	16
IV.	The Seventeenth Century		
	TO LUCASTA, ON GOINC TO THE WARS	Lovelace	14
	TO ALTHEA, FROM PRISON	Lovelace	14
	ON HIS BLINDNESS	Milton	14
	*L'ALLEGRO	Milton	14
	*IL'PENSEROSO	Milton	14
	PILGRIM'S PROGRESS	Bunyan	14
	A DIARY (Selections)	Pepys	14
V.	The Eighteenth Century		
	THE VOYAGE TO LILLIPUT	Swift	14
	AN ELEGY ON THE DEATH OF A MAD DOG	Goldsmith	19
	Selected Essays	Pope	14
	SILAS MARNER	Eliot	10

*Optional Selections

VI. The Romantic Age

ELEGY WRITTEN IN A COUNTRY CHURCHYARD	Gray	14
Selections	Burns	20, 10, 16, 14
*THE TIGER	Blake	14
SHE WAS A PHANTOM OF DELIGHT	Wordsworth	14
THE RIME OF THE ANCIENT MARINER	Coleridge	15, 14
THE PRISONER OF CHILLON	Byron	14
OZYMANDIAS	Shelley	20, 14
*TO A SKYLARK	Shelley	14
ODE TO THE WEST WIND	Shelley	14
ON FIRST LOOKING INTO CHAPMAN'S HOMER	Keats	14, 19
ODE TO A NIGHTINGALE	Keats	14
THE EVE OF ST. AGNES	Keats	14
COMPOSED UPON WESTMINSTER BRIDGE	Wordsworth	19
DISSERTATION UPON ROAST PIG	Lamb	18

VII. The Victorian Period

*THE IDYLLS OF THE KING	Tennyson	10
ULYSSES	Tennyson	14
*IN MEMORIAM	Tennyson	14
CROSSING THE BAR	Tennyson	14
THE LADY OF SHALOTT	Tennyson	14
SONG FROM PIPPA PASSES	R. Browning	14
MY LAST DUCHESS	R. Browning	14
Selected Sonnets from the Portuguese	E. Browning	14
Selections	Kipling	20, 10, 14
OUTSIDE THE WINDOW	Hardy	19
THE MAN HE KILLED	Hardy	19

*Optional Selections

	INVICTUS	Henley	19, 12
	BREAK, BREAK, BREAK	Tennyson	19
	REQUIEM	Stevenson	19
	WALKING TOURS	Stevenson	19
VIII.	The Modern Age		
	ACME	Galsworthy	14
	QUALITY	Galsworthy	10
	WHEN I WAS ONE AND TWENTY	Housman	20, 10
	THE HIGHWAYMAN	Noyes	19
	BEWARE OF THE DOG	Dahl	19
	I ESCAPE FROM THE BOERS	Churchill	19
	THE LUNCHEON	Maugham	19
	THE BALLAD OF FATHER GILLIGAN	Yeats	19
	LOVELIEST OF TREES	Housman	19
	SEA FEVER	Masefield	12, 18, 20
	ALL DAY I HEAR	Joyce	19
	SILVER	De la Mare	19, 12
	THE KING'S LETTER	Dinesen	19
	THE TERRORS OF FOG	Innes	19
	COMFORT	Huxley	19
	THE OPEN WINDOW	Saki	20
	THE OUTSTATION	Maugham	20
	THE MONKEY'S PAW	Jacobs	20
	SHOOTING AN ELEPHANT	Orwell	19, 25
	CHURCHILL	Snow	19
IX.	Drama and Epic Tales		
	ROMEO AND JULIET	Shakespeare	19

THE ODYSSEY	Homer	12, 15

X. Fiction (Encourage students to read these selections)

ANIMAL FARM	Orwell
GOOD-BYE, MR. CHIPS	Hilton
REBECCA	du Maurier
JANE EYRE	Bronte
HOUND OF THE BASKERVILLES	Doyle
KIDNAPPED	Stevenson
IVANHOE	Scott
GREAT EXPECTATIONS	Dickens
UNDER THE GREENWOOD TREE	Hardy
*LORD JIM	Conrad
*PRIDE AND PREJUDICE	Austen
*THE RETURN OF THE NATIVE	Hardy
A TALE OF TWO CITIES	Dickens
*WUTHERING HEIGHTS	Bronte
THE ADVENTURES OF SHERLOCK HOLMES	Doyle
FRANKENSTEIN	Shelley
TIME MACHINE	Wells
KING SOLOMON'S MINES	Haggard
WAR OF THE WORLDS	Wells
SHE STOOPS TO CONQUER	Goldsmith
*OF HUMAN BONDAGE	Maugham
THE MILL ON THE FLOSS	Eliot
THE FORSYTHE SAGA	Galsworthy

*Optional Selections

OUT OF THE SILENT PLANET — Lewis

VANITY FAIR — Thackeray

XI. Films and Filmstrips Available from the Knox County Schools Materials Center

CHAUCER'S ENGLAND

CHARLES DICKENS

ENGLAND, BACKGROUND OF LITERATURE

WILLIAM SHAKESPEARE

SHAKESPEARE AND STRATFORD

SHAKESPEARE: BACKGROUND FOR HIS WORKS

THE NOVEL: WHAT IT IS, WHAT IT IS ABOUT, WHAT IT DOES

XII. Recordings Available at the Knox County Schools Materials Center

SONG FROM PIPPA PASSES

THE RIME OF THE ANCIENT MARINER

SILAS MARNER

ROBERT FROST READS THE POETRY OF ROBERT FROST

ELEGY WRITTEN IN A COUNTRY CHURCH YARD

INVICTUS

THE TALE OF TWO CITIES

ODE TO A NIGHTINGALE

THE EVE OF ST. AGNES

DISSERTATION UPON ROAST PIG

ON HIS BLINDNESS

L'ALLEGRO

MAURICE EVANS' INTRODUCTION TO SHAKESPEARE

JULIUS CAESAR

OZYMANDIAS

IN MEMORIAM

CROSSING THE BAR

GREAT POETS OF ENGLISH LITERATURE

POET'S GOLD

OUR ENGLISH HERITAGE

WORLDS OF PEOPLE

SELECTIONS by Robert Burns

ELECTIVE COURSE OUTLINES

Every effort has been made to embody the work of the Knox County teachers into the final elective outlines that follow. Each teacher is urged to keep notes and records of his progress so that the program can be refined and improved. Suggestions concerning the elective courses should be given to the department chairmen during the year.

There are several English textbooks available in each school, although each school may not have all textbooks. A list of the textbooks is given at the beginning of each elective course outline and a complete list is given at the end of this guideline. It is suggested that all available texts be examined carefully by each teacher, regardless of grade level, so that the best possible use can be made of the material.

In addition to the textbooks, each course outline includes a list of films, filmstrips, and records available from the Central Office and suggested materials which are available from various sources. These lists have been compiled to aid the teacher. Each school library will have other materials available.

Course descriptions for Reading Improvement, Business English, Discussion and Argumentation, Debate, and Bible are being left to the teacher of these specialized areas. Not all elective courses will be taught at all high schools. A list of where the elective courses will be taught is available to each English teacher.

CREATIVE WRITING

I. Students who may enroll

A. College-bound

B. Average

C. Basic

II. Course description

This course includes the various phases of writing designed to develop expression through original composition. Creative writing will be a pleasurable experience in direct proportion to the effort exerted by the student. The authorities are in agreement that the teacher of creative writing must not dwell on correcting grammatical errors. The most important factor in developing a successful class is the promotion of the student's confidence in his ability to write. Encourage him. Praise him. Give criticism only when it is needed.

The following outline is merely suggested. Revisions may be made by the teacher during the course as the need arises.

III. Course outline

A. Types of creative writing

1. Poetry

a. Haiku

b. Free verse

c. Poetry with meter

d. Folksongs

e. Parodies

f. Limericks

2. Fiction

   a. Short story

   b Drama

3 Non-fiction

   a Autobiography

   b Exposition

   c. Criticism

   d Description

      (1) Sounds

      (2) Objects

      (3) Tastes

      (4) Smells

      (5) Moods

   e. Comparisons and contrasts

B. Suggested Assignments

1. In order to help students overcome initial difficulties, make up stories and poems orally, as a class.

2. Have one student begin a story (poem, drama, etc.) and have other students add to it and others conclude it.

3. Write a diary entry for an explorer or a letter from him to his family.

4. Write dialogues.

5. Write descriptions.

   a Play a record and ask the students to describe it.

   b. Describe the sound of the cafeteria at lunchtime.

   c. Display a painting, statue, old shovel, or anything comparable, and have the students describe it.

6. Write a description of an imaginary burglary.

7. Write a letter to a friend telling how to find the treasure you have buried.

8. Write a travel brochure.

9 Write a story with your teacher as the main character.

IV. Materials

A. Materials which may be ordered

1. Secondary English Department, PRESENT TENSE. (This is a collection of creative writings from students in grades 8 and above. Price is $2 00 for 1967 ed. The 1966 edition might be sent free.)

2. Richardson Independent School District, IMAGINATION '66. (This is a collection of creative writings from students in grades 1-12 Free???)

3. Bantam Books, Inc., STOP, LOOK, AND WRITE. (This paperback teaches creative writing through the study of pictures. Price is 75¢)

4. Reader's Digest, A CREATIVE APPROACH TO WRITING. 10¢ Order No. EB-2

B. Other materials

1. Holbrook, David. ENGLISH FOR MATURITY: ENGLISH IN THE SECONDARY SCHOOL. London: Cambridge University Press, 1967.

2. Kaplan, Dorothy. STIMULATION FOR CREATIVE WRITING. Curriculum Workshop, George Peabody College, Summer 1960.

3. Strunk, William, and E. B. White. THE ELEMENTS OF STYLE. New York: The Macmillan Company, 1964.

4. Stegner, Wallace E., Sauer, Edwin H., and Hach, Clarence W. MODERN COMPOSITION (Book 5). Holt, Rinehart and Winston, Inc.; New York.

THE STRUCTURE OF THE ENGLISH LANGUAGE

I. Students who may enroll

A. College-bound

B. Average

C. Basic

II. Course description

This course is a study of the conventions or customs of the language, including usage, capitalization, punctuation, and spelling. The specific needs of the class determine the method and depth.

III. Course outline

A. Sentence structure

1. Review

a. Parts of speech

b. Parts of simple sentence

2. Emphasis

a. Verbals

b. Compound sentences

c. Complex sentences

d. Fragments and run-on sentences

B. Punctuation

C. Capitalization

D. Spelling and vocabulary

E. Style and sentence patterns

F. Usage

1. Verbs

2. Pronouns

3 Effective adjectives and adverbs

4 Correct prepositions and conjunctions

G Writing

1 Composition

2 Expository

3 Précis

4 Social letters

5 Business letters

H Class exercises

1 Punctuate written material from oral reading

2 Provide production for unpunctuated duplicated materials

3 Students prepare unpunctuated prose for others

4 Students write Cummings-type poetry

5 Students recast textual material so as to modify the need for punctuation, without changing the meaning

IV. Materials

A. Books available for students in Knox County Schools

1 MODERN ENGLISH IN ACTION

2 ENGLISH GRAMMAR AND COMPOSITION

B Films available at Knox County Schools Materials Center

1 MAKING SENSE WITH SENTENCES

2 WRITING A GOOD PARAGRAPH

C. Other materials

1 Scholastic Book Service

20 DAYS TO BETTER SPELLING

2 Kenneth Publishing Company

FUNDAMENTALS OF SPELLING

FUNDAMENTALS OF GRAMMAR (last section)

JOURNALISM

I. Students who may enroll

A College-bound

B Average

II. Course description

This course includes a study of the development of the following specific skills of a journalist: practice in news-gathering, news-writing, copy editing, headline writing, proofreading, and other associated skills.

III. Course outline

A Skills in newspaper-writing

1 News-gathering

2 Techniques of news-writing

a Straight news (fires, crimes, trials, civic affairs, obituaries)

b. Editorials

c Features

d Sports

e Columns

3 Copy reading and editing

4 Proofreading

5 Basics of typography

6 Advertising

a Sales

b Production

7 Business management of a city newspaper

8 Headline writing

9 Photography

a Picture-taking

b Processing and printing pictures

B Other activities (These will be left to the discretion of each teacher.)

IV. Materials

A. Text available for students in Knox County Schools

MODERN JOURNALISM

B. Other books available at libraries and bookstores

1 Bush, Chilton R. NEWSPAPER REPORTING OF PUBLIC AFFAIRS. New York. Appleton-Century-Crofts, Inc., 1951.

2 Gunther, Max. "How to Write a Good Opener," ENGLISH HIGH LIGHTS. 25 (November-December 1967) pp. 1-2.

3 Porter, Philip W., and Norval Neil Luxon. THE REPORTER AND THE NEWS. New York. D. Appleton-Century Company, Inc., 1935.

4 Seldes, Gilbert. THE PUBLIC ARTS. New York: Simon and Schuster. 1956.

5 Bird, George L., and Frederic E. Merwin, eds. THE PRESS AND SOCIETY. New York: Prentice-Hall, Inc., 1951.

ADVANCED COMPOSITION AND RESEARCH METHODS

I Students who may enroll

A College-bound

B Average

II Course description

The course begins with writing effective paragraphs and themes and leads into advanced composition skills involving research.

III Course outline

A Manuscript form

1 Abbreviations

2 Numbers in written composition

3 Dividing words

4 Indenting quotations

5 Appearance

B Writing paragraphs

1 Topic sentence

2 Supporting ideas

3 Clincher sentences

C Writing themes

1 Deciding subject, purpose, and point of view

2 Analyzing the subject

3 Organizing the material

4 Developing the idea

5 Writing the first draft

6 Revising the first draft

7 Choosing an effective title

D Writing a research paper

1. Selecting and limiting a subject
2 Compiling a working bibliography
3. Making a preliminary check of references
4. Preparing a preliminary outline
5. Reading and taking notes
6 Preparing the final outline
7. Writing the first draft
8. Revising the first draft
9 Using footnotes correctly
10. Footnote content
11. Preparing the final bibliography
12 Assembling the finished paper

E. Types of Prose Composition

1. Exposition defined
   a Explanation of processes
   b Critical writing
   c Book reviews
   d Definitions
2. Narration
   a Newspaper writing
   b. Diaries and journals
   c Personal experiences
3. Description
   a. Informal description
   b Writing about nature
   c Character sketches

4. Argumentation

a Nature of argumentation

b Logic and argumentation

c Fallacies of argumentation

5 Persuasion

a Organization in persuasive writing

b Etiquette of persuasion

c Ethics of persuasion

IV. Materials

A. Books available for students in Knox County Schools

1. ENGLISH GRAMMAR AND COMPOSITION

2. MODERN ENGLISH IN ACTION

3. HARBRACE HANDBOOK

B. Other materials

1. National Education Association

TEACHING COMPOSITION 25¢

2. Kenneth Publishing Company

FUNDAMENTALS OF THE RESEARCH PAPER

3. Reader s Digest Services, Inc

EXPOSITORY WRITING 10¢ Order No EB-4

4. American Education Publications

20 STEPS TO BETTER COMPOSITION

5. Stanford Press

THE TERM PAPER 50¢

6. Scholastic Book Service

30 DAYS TO A MORE POWERFUL VOCABULARY 45¢

SIX WEEKS TO WORDS OF POWER 50¢

MASS COMMUNICATION

I. Students who may enroll

A. Average

B. Basic

II. Course description

This course is basically designed for those who are not preparing for college It includes communication skills such as reading newspapers, catalogs, directories, maps, road signs; and writing skills such as filling out forms, applications, checks, receipts, money orders, mail orders, letters, etc

III. Course outline

A. Definition of communication

B. Forms of communication

1 Oral communication

(a) Improving the voice

(b) Organizing ideas

(c) Presenting ideas

(d) Giving directions

(e) Following directions

(f) Applying for a job

2. Written communication

(a) Filling out forms

(1) Applications

(2) Questionnaires

(3) Other business forms

(4) Giving directions

(b) Letter writing

(1) Business letters

(2) Friendly letters

(c) Miscellaneous writing skills

(1) Writing checks

(2) Writing telegrams

(3) Shipping packages

(4) Sending money orders

(5) Taking notes

(6) Organizing material

(d) Reading skills

(1) Newspapers

(2) Magazines

(3) Maps and charts

(4) Following directions

(5) Noting propaganda

C. Mannerly communication

1. Manners on the phone

2. Manners in conversation

3. Manners in making introductions

D. Suggested activities

1. Practice speaking skills via telephones, etc. provided by telephone company

2. Have mock interviews

3. Write letters, etc.

4. Use the materials listed in IV, C

IV. Materials

A. Books available for students in Knox County Schools

1. MODERN ENGLISH IN ACTION

2. ENGLISH GRAMMAR AND COMPOSITION

B. Other books

1. D. C. Heath and Company

LIVING YOUR ENGLISH

2. Steck-Vaughn, Books 1, 2, and 3

ACTIVITIES FOR READING IMPROVEMENT

3. American Telephone and Telegraph Company

TELETRAINING FOR ENGLISH AND SPEECH

C. Filmstrips available at Knox County Schools Materials Center

1. HOW TO CONVERSE

2. HOW TO READ

3. HOW TO WRITE

4. RELATION OF IDEAS TO COMMUNICATION

5. RELATION OF PERSONALITY TO COMMUNICATION

6. RELATION OF INTERESTS TO COMMUNICATION

D. Other materials

1. Newspapers

2. Telephone directories

3. Local newspapers

4. Application forms

5. Maps

6. Magazines

7. Blank checks

8. Packaging labels
9. Catalog order forms
10. Receipts
11. Telephones

BASIC PUBLIC SPEAKING

I. Students

A. College-bound

B. Average

II. Course description

This course is designed to teach the structure and elements of the various forms of public speaking. Emphasis will be placed on critical analysis, reasoning, the presentation of the different types of speeches, special techniques and principles.

III. Course outline

A. Principles of speech

B. Selecting the speech subject and aims

1. Developing the speech

a. Selecting the subject

b. Deciding on purpose

c. Gathering the materials

d. Outlining the speech

e. Introducing the speech

f. Developing the body of the speech

g. Concluding the speech

2. Rehearsing the speech

3. Presenting the speech

4. Developing self-confidence

5. Types of preparation and delivery

a. Advantages and disadvantages of the memorized speech

b. Advantages and disadvantages of the manuscript speech

c. Advantages and disadvantages of the impromptu speech

d. Advantages and disadvantages of the extemporaneous speech

C. Beginning speeches

1. The speech to entertain

2. The speech to inform

3. The speech to stimulate

4. The speech to convince

5. The speech to actuate

D. Finding and recording materials

1. Supporting materials

a. Personal experience

b. Thought and observation

c. Interviews and conversations

d. Reading

2. Where to look for reading materials

a. Card catalog

b. Magazine indexes

c. Newspapers

d. Encyclopedias

e. Biographical references

f. Statistical references

g. Literary references

h. Book reviews

i. Pamphlets and bulletins

3. Taking notes

E. Planning the informative speech

1. Planning for interest and clarity

2. Planning the introduction

3. Planning the body

4. Planning the conclusion

F. Motivating the audience in persuasive speech

1. Logical motivations

2. Psychological motivations

G. Planning the persuasive speech

1. Introduction

2. Body

3. Conclusion

H. Language

1. Grammatical correctness

2. Exactness

3. Appropriateness

4. Economy

5. Originality

IV. Materials

A. Books available for students in Knox County Schools

1. THE NEW AMERICAN SPEECH

2. BASIC PUBLIC SPEAKING

B. Films available at Knox County Schools Materials Center

1. STAGE FRIGHT AND WHAT TO DO ABOUT IT

2. YOUR VOICE

C. Filmstrips available at Knox County Schools Materials Centers

1. HOW TO WRITE

2. MAKING ORAL AND WRITTEN REPORTS

3. HOW TO CONVERSE

4. HOW TO DELIVER A SPEECH

5. HOW TO READ

6. RELATION OF IDEAS TO COMMUNICATION

7. RELATION OF INTERESTS TO COMMUNICATION

8. RELATION OF PERSONALITY TO COMMUNICATION

D. Other materials

1. School District 2

   A SPEECH MANUAL FOR SECONDARY TEACHERS OF ENGLISH

2. American Telephone and Telegraph Company or South System Bell Company

   TELETRAINING FOR ENGLISH AND SPEECH

CRITICAL THINKING

I. Students who may enroll

A. College bound

B. Average

II. Course description

This course includes all types of critical thinking skills. The following will be studied: analogies, logic, propaganda devices, fact and opinion, syllogisms, critical listening and reading, cause and effect, irrelevancies, generalizing, and studying and thinking through questions on tests such as college entrance exams.

III. Course outline

A. Introduction to logic

B. Development of skills needed to recognize various techniques of writing and speaking

C. Application of skills within a wide range of written and spoken material

D. Suggested activities

1. Tape some of Hitler's speecher (with all the fire and thunder) prior to class. The class could then analyze the speech.

2. Analyze political speeches on a non-partisan basis.

3. Analyze speeches of world figures.

4. Write propaganda speeches and deliver these in class. These may then be discussed and analyzed.

IV. Materials

A. Winston Churchill - speeches

B. E. M. Forster, i.e. "Tolerance"

C. Stephen Leacock - essays

D. Nayantage Sahgal - "The Death of Ghandi"

E. Rudyard Kipling - Jingoism in poetry

F. Charles Dickens - Reform novels

G. Steinbeck - GRAPES OF WRATH

H. Thomas Carlyle - Sartor Resartus

I. John Bunyan - PILGRIM'S PROGRESS

J. BIBLE - selections

K. ADVENTURES IN AMERICAN LITERATURE

1. Jesse Stuart - use of theme

2. Joseph W. Krutch - conservation

3. Dwight D. Eisenhower - essays and speeches

4. Carl Sandburg - "Chicago"

5. Robert Frost - Analysis of character in poems

6. Abraham Lincoln - speeches and letters

7. Patrick Henry - Tom Paine

8. Alexander Hamilton - "Federalism" Essays

9. Herman Melville - philosophy of his works

10. Bret Harte - OUTCASTS OF POKER FLAT

11. Mark Twain - propagandist

12. Sarah Orne Jewett - TOWN POOR

13. Hamlin Garland - UNDER THE LION'S PAW

14. Jack London - TO BUILD A FIRE

15. O. Henry - social commentaries

L. Douglas - MAGNIFICIENT OBSESSION

M. Lee - TO KILL A MOCKINGBIRD

N. Sinclair - THE JUNGLE

O. Sinclair Lewis - ARROWSMITH

P. Hemingway - FOR WHOM THE BELL TOLLS

Q. Shakespeare - BRUTUS' AND ANTONY'S SPEECHES, ACT III

R. RECORDING AVAILABLE AT KNOX COUNTY RECORD LIBRARY - GREAT AMERICAN SPEECHES

SURVEY OF AMERICAN LITERATURE

I. Students who may enroll

A. College-bound

B. Average

C. Basic

II. Course description

This course includes a survey of various selections from all periods of American literature. The emphasis are on ideals, problems, privileges, and responsibilities relating to American democracy; influences affecting patterns of cultural development; and particular types of literature which reflect American life and spirit.

III. Course outline

A. America's early literary foundations

1. Colonial - Puritan

a. Records, journals, diaries

b. John Smith

c. Edward Taylor

d. Jonathan Edwards

2. Revolutionary years

a. Benjamin Franklin

b. Thomas Paine

c. Philip Freneau

d. Patrick Henry

e. John Adams

f. Thomas Jefferson

g. Alexander Hamilton

h. George Washington

B. America's challenge to nationalism

1. The Knickerbockers

2. The Romanticists

3. New England's transcendentalists

4. Cambridge poets

C. American poetry and poets

1. Traditional poets

2. Experimental form

3. Experimental language

D. American drama

1. Origin and development

a. "Moral dialogues"

b. "Opera house"

c. Motion picture theatre

d. Television

2. Dramatists

a. Thornton Wilder

b. Herman Wouk

c. Dore Schary

d. Maxwell Anderson

e. Eugene O'Neill

E. American non-fiction

1. Essays and articles

a. E. B. White

b. James Thurber

c. Mark Van Doren

d. William Faulkner

e. Eric Sevaried

f. Thornton Wilder

g. Walter Lippmann

2. Biography

a. Douglas S. Freeman

b. Carl Sandburg

F. Twentieth Century Novel

1. Development of novel to twentieth century

2. Study of condensed versions

a. Edith Wharton, ETHAN FROME

b. Booth Tarkington, SEVENTEEN

c. Willa Cather, MY ANTONIA

d. Sinclair Lewis, ARROWSMITH

e. F. Scott Fitzgerald, THE GREAT GATSBY

f. Thornton Wilder, THE BRIDGE OF SAN LUIS REY

g. Thomas Wolfe, LOOK HOMEWARD, ANGEL

h. Pearl Buck, THE GOOD EARTH

i. John Hersey, A BELL FOR ADANO

j. John Steinbeck, THE PEARL

k. Ernest Hemingway, THE OLD MAN AND THE SEA

l. Ray Bradbury, FAHRENHEIT 451

m. John Knowles, A SEPARATE PEACE

n. Wilma Dykeman, THE TALL WOMAN: THE FAR FAMILY

o. Sinclair Lewis, BABBITT

IV. Materials

A. Books available for students in Knox County Schools

1. ADVENTURES IN AMERICAN LITERATURE (Mercury Edition)
2. ADVENTURES IN AMERICAN LITERATURE (Olympic Edition)
3. AMERICAN LITERATURE
4. A CAVALCADE OF AMERICAN WRITING
5. THE EARLY YEARS OF AMERICAN LITERATURE
6. THE CHANGING YEARS OF AMERICAN LITERATURE
7. CONTEMPORARY AMERICAN PROSE
8. CONTEMPORARY AMERICAN POETRY
9. CONTEMPORARY AMERICAN DRAMA

B. Films available at Knox County Schools Materials Center

1. AMERICAN LITERATURE--COLONIAL TIMES
2. AMERICAN LITERATURE--REVOLUTIONARY TIMES
3. AMERICAN LITERATURE--WESTWARD MOVEMENT
4. EDGAR ALLAN POE: BACKGROUND OF HIS WORKS
5. HENRY W. LONGFELLOW
6. JAMES FENIMORE COOPER
7. LOUISA MAE ALCOTT
8. MIDNIGHT RIDE OF PAUL REVERE
9. NEW ENGLAND: BACKGROUND OF LITERATURE
10. OLIVER WENDELL HOLMES
11. SEA: BACKGROUND OF LITERATURE
12. WASHINGTON IRVING
13. JOHN GREENLEAF WHITTIER

C. Filmstrips available at Knox County Schools Materials Center

1. HIAWATHA

2. WILLIAM CULLEN BRYANT

3. EMILY DICKINSON

4. SIDNEY LANIER

5. JAMES RUSSELL LOWELL

6. EDGAR ALLAN POE

7. WALT WHITMAN

8. HENRY WADSWORTH LONGFELLOW

9. JAMES FENIMORE COOPER

10. JOHN GREENLEAF WHITTIER

11. LOUISA MAE ALCOTT

12. OLIVER WENDELL HOLMES

13. WASHINGTON IRVING

14. GREAT STONE FACE

15. GOLD BUG

16. LUCK OF ROARING CAMP

D. Recordings available at Knox County Schools Central Record Library

1. FIVE LITTLE PEPPERS; LITTLE WOMEN

2. PAUL REVERE'S RIDE

3. POETS' GOLD (selections)

4. WORLDS OF LITERATURE--AMERICA

5. WORLDS OF ADVENTURE

6. WORLDS OF PEOPLE

7. I HEAR AMERICA SINGING

8. OUR AMERICAN HERITAGE, VOL. II

E. Others

1. Scholastic Book Service

a ONE HUNDRED AMERICAN POEMS 60¢

b A STUDENTS GUIDE TO 50 AMERICAN NOVELS 75¢

c 50 AMERICAN AUTHORS 50¢

d GREAT AMERICAN SHORT STORIES 75¢

e A POCKETBOOK OF ROBERT FROST'S POEMS 75¢

f MARK TWAIN'S BEST 50¢

2 Indiana University Press

a TEACHING LITERATURE IN GRADES TEN THROUGH TWELVE $3.65

b ON TEACHING LITERATURE $1.95

SURVEY OF ENGLISH LITERATURE

I. Students who may enroll

A. College-bound

B. Average

C. Basic

II. Course description

This course is a survey of English literature. The emphases are on familiarity with great works, the knowledge of the development of English literary types, and the distinguishing style of the individual author.

III. Course outline

A. Anglo-Saxon Period

1. Characteristics of the period

2. Origin of the language

3. Literature of the period (BEOWULF)

B. Medieval Period or Middle English Period

1. Characteristics of the period

2. Development of the language

3. Literature of the period

a. Old English ballads

b. Arthurian stories

C. Elizabethan Age

1. Characteristics of the period

2. Development of the language

3. Literature of the period

a. Lyrics

b. Drama (include MACBETH in selections)

D. Seventeenth Century

1. Characteristics of the period

2. Development of the language

3. Literature of the period

a. Prose

b. Selections from the King James Bible

c. Poetry

d. The epic

e. The diary

f. Prose

E. Eighteenth Century

1. Characteristics of the period

2. Development of the language

3. Literature of the period

a. Journals

b. Satires

c. Poetry

d. Essays

e. The biography

f. Drama

F. Romantic Age or the Early Nineteenth Century

1. Characteristics of the period

2. Development of the language

3. Literature of the period

G. Victorian Period or The Later Nineteenth Century

1. Characteristics of the period

2 Development of the language

3 Literature of the period

a. Poetry

b. Essays

c Novels

H. Twentieth Century

1 Characteristics of the period

2. Development of the language

3. Literature of the period

IV. Materials

A. Books available for students in the Knox County Schools

1. ADVENTURES IN ENGLISH LITERATURE, Mercury Edition

2. ADVENTURES IN ENGLISH LITERATURE, Olympic Edition

3. ENGLISH LITERATURE

4. A CAVALCADE OF BRITISH WRITING

5. SPENSER TO GOLDSMITH

6 ROMANTIC AND VICTORIAN WRITERS

7. MODERN ENGLISH PROSE AND POETRY

8. MODERN ENGLISH DRAMA

B. Films available at Knox County Schools Materials Center

1. CHAUCER'S ENGLAND

2. CHARLES DICKENS

3. ENGLAND, BACKGROUND OF LITERATURE

4. LITERATURE APPRECIATION: ENGLISH LYRICS

5 SEA: BACKGROUND FOR LITERATURE

6. WILLIAM SHAKESPEARE

7. SHAKESPEARE AND STRATFORD
8. SHAKESPEARE: BACKGROUND FOR HIS WORKS
9. MACBETH: THE POLITICS OF POWER
10. MACBETH: THE SECRET'ST MAN
11. MACBETH: THE THEMES OF MACBETH
12. THE NOVEL: EARLY VICTORIAN ENGLAND AND CHARLES DICKENS

C. Filmstrips available at Knox County Schools Materials Center

1. CANTEBURY TALES
2. PARADISE LOST
3. MACBETH

D. Recordings available at Knox County Schools Central Record Library

1. SOHRAB AND RUSTUM
2. PIED PIPER OF HAMELIN
3. CAVALIER TUNE
4. INCIDENT OF FRENCH CAMP
5. PIPPA PASSES
6. BONNIE DOON
7. AULD LANG SYNE
8. JOHN ANDERSON, MY JO
9. A RED, RED ROSE
10. TAM O'SHANTER
11. A MAN'S A MAN FOR A'THAT
12. THE COTTER'S SATURDAY NIGHT
13. ALICE IN WONDERLAND (Abridged)
14. THROUGH THE LOOKING-GLASS
15. THE RIME OF THE ANCIENT MARINER (Parts I, II, and III)

16. THE ADVENTURES OF OLIVER TWIST AND FAGAN

17. TALE OF TWO CITIES

18. THE DESERTED VILLAGE

19. ELEGY WRITTEN IN A COUNTRY CHURCHYARD

20. EVE OF ST AGNES

21. ODE TO A NIGHTINGALE

22. ODE ON A GRECIAN URN

23. OH! HOW I LOVE

24. KIPLING'S JUNGLE BOOK

25. DISSERTATION UPON ROAST PIG

26. TO HESTER

27. THE OLD FAMILIAR FACES

28. ON HAVING ARRIVED AT THE AGE OF TWENTY-THREE

29. MACBETH

30. SONGS FROM SHAKESPEARE'S PLAYS

31. OZYMANDIAS

32. THE BATTLE OF BLENHEIM

33. DEFENSE OF LUCKNOW

34. FLOWER IN THE CRANNIED WALL

35 SONG OF THE BROOK

36. THE SPLENDOR FALLS

37. BREAK, BREAK, BREAK

38. I WANDERED LONELY AS A CLOUD

39. COMPOSED UPON WESTMINSTER BRIDGE

40. GREAT POETS OF ENGLAND

41. PLEASURE DOME

42. POETS' GOLD

43. ENDLESS HORIZONS

44. OUR ENGLISH HERITAGE

45. WORLDS OF PEOPLE

46. WORLDS TO EXPLORE

E. Other materials

1. Scholastic Book Service

a. THE MENTOR BOOK OF MAJOR BRITISH POETS

b. INTRODUCTION TO SHAKESPEARE 35¢

c. STORIES FROM SHAKESPEARE 75¢

d. THE NOVEL, A GUIDE TO 15 ENGLISH MASTERPIECES 60¢

2. Indiana University Press

a. ON TEACHING LITERATURE $1.95

b. TEACHING LITERATURE IN GRADES TEN THROUGH TWELVE $3.65

SHAKESPEARE

I. Students who may enroll

A. College-bound

B. Average

II. Course description

This course is designed to give the student an understanding of the Elizabethan age, the importance and development of the Elizabethan theater, and the life and some significant works of Shakespeare. A chronological approach, including early comedies and tragi-comedies, histories, middle and later tragedies and comedies, is recommended.

III. Course outline

A. The Elizabethan Age

1. Background of the Wars of the Roses

a. The York-Lancaster struggle

b. The maligning of Richard III

c. The accession of Lancaster through Bosworth

2. The Early Tudors

a. Henry VII

b. Henry VIII

(1) Social developments in his era

(a) The decline of agriculture and the rise of the wool trade ("the sheep are eating the men").

(b) The reformation and Counter-reformation

(c) The "great quarrel" over Henry's marriage to Anne Boleyn; Thomas More

(d) The rise of navigation and exploration

(2) The childhood of Elizabeth

c. The reigns of Edward VI and "Bloody Mary"

3. The accession of Elizabeth

a. The flowering of the Elizabethan spirit

b. England's expanding commercial and diplomatic status

c. The social development of Elizabeth's England

(1) The court atmosphere; the "Renaissance gentleman"

(2) The rise of the theater

(a) The medieval miracle and mystery plays

(b) The secularization of the drama

(c) The rise of strolling troupes and inn-yard stages

(d) The building of The Theatre, The Swan, and The Globe

(e) The theater as a social force

(f) Elizabeth's encouragement of the stage

(g) Puritan opposition

B. The "life" of Shakespeare

1. Family background in Stratford

a. Parents

b. Putative educational background

2. Legends of Will's early life

3. Marriage to Anne

4. Shakespeare's career in London (relationships with Greene, Marlowe, Jonson, the nobility, the Lord Chamberlain's men)

5. Shakespeare's status with his contemporaries; getting a patent of nobility; his retirement to Stratford--the production of the folios

6. Shakespeare's death--the will, and his grave

C. The plays

1. Early works--suggested:

ROMEO AND JULIET, A MIDSUMMER NIGHT'S DREAM

2. Middle-period comedies:

THE MERCHANT OF VENICE, AS YOU LIKE IT

3. The Histories:

HENRY IV, PART I; HENRY V

4. Later comedy and tragedy:

TWELFTH NIGHT, HAMLET

5. Latest developments:

THE TEMPEST, KING LEAR

IV. Materials

A. Books available for students in Knox County Schools

Literary Heritage Series (Macmillan)

(five paperbacks, containing two each of the ten plays listed above; the TEMPEST and LEAR will be available only to those planning a two-semester course)

B. Films available from Knox County School Materials Center

1. MACBETH, THE POLITICS OF POWER
2. THE THEMES OF MACBETH
3. MACBETH, THE SECRET'ST MAN
4. SHAKESPEARE AND THE BACKGROUND OF HIS WORKS
5. SHAKESPEARE AND STRATFORD
6. SIR FRANCIS DRAKE
7. HAMLET--THE AGE OF ELIZABETH

(Must be ordered: ROMEO AND JULIET is available from Films International, Atlanta, in the 1930's with Leslie Howard, Norma Shearer, John Barrymore.)

C. Filmstrips available from the Knox County School Materials Center--

Stories from Shakespeare

1. AS YOU LIKE IT
2. HAMLET
3. HENRY V
4. JULIUS CAESAR
5. MACBETH
6. MIDSUMMER NIGHT'S DREAM

D. Recordings available at Knox County Schools Central Record Library

1. FUN WITH MR. SHAKESPEARE (Comedy of Errors)
2. HAMLET
3. MAURICE EVANS, INTRODUCTION TO SHAKESPEARE
4. MERCHANT OF VENICE
5. SONGS FROM SHAKESPEARE'S PLAYS
6. GREAT MOMENTS FROM GREAT PLAYS (Richard II)
7. MACBETH

E. Others

1. Scholastic Book Service

   AN INTRODUCTION TO SHAKESPEARE 35¢

   FOUR COMEDIES 45¢

   FOUR TRAGEDIES 45¢

   STORIES FROM SHAKESPEARE 75¢

2. The Perfection Form Company

   THE PICTORIAL STUDY OF SHAKESPEARE (Also--Study Guides for Plays)

WORLD LITERATURE

I. Students who may enroll

A. College-bound

B. Average

II. Course description

This course is a survey of literature from oriental, Greek, Roman, Italian, Spanish, French, German, and other European authors.

III. Course outline

This is a list of possible selections:

Zola	THERESE RAQUIN
	"I ACCUSE"
Flaubert	(anything available)
Tolstoy	WAR AND PEACE (abridged)
Dostoevsky	CRIME AND PUNISHMENT (abridged)
Ibsen	A DOLL'S HOUSE
	AN ENEMY OF THE PEOPLE
Dante	INFERNO (translation by Sayers, Penguin)
Machiavelli	THE PRINCE
Goethe	ELECTIVE AFFINITIES (if available)
Confucius	Selections
Lao-Tse	ANALECTS
Blyth	ZEN IN ENGLISH LITERATURE AND ORIENTAL CLASSICS
	#D-57, Dutton Company, New York
de Maupassant	THE PIECE OF STRING 54

Voltaire	CANDIDE
	ZADIG THE BABYLONIAN
Johnson, Samuel	RASSELAS
Cervantes	DON QUIXOTE
Pasternak	DR ZHIVAGO
Camus	THE STRANGER
Hugo	LES MISERABLES
Renault, Mary	THE KING MUST DIE
Remarque, Eric Maria	ALL QUIET ON THE WESTERN FRONT
Donne	MEDITATIONS
	POEMS
James	THE TURN OF THE SCREW
Forster	A PASSAGE TO INDIA
Joyce	PORTRAIT OF THE ARTIST AS A YOUNG MAN
More	UTOPIA
Byrne	MESSER MARCO POLO
Heinrich	CROSS OF IRON (WW II novel)
Kazanatzakis	FREEDOM OR DEATH (Greek novel)
	THE GREEK PASSION (Greek novel)
Boros	THE MERMAID (Hungarian novel)
Wallace	BEN HUR
Chekhov	THE BET 54
Daudet	THE DEATH OF THE DAUPHIN 54
Santha Rama Rau	REMEMBER THE HOUSE (novel - India)
Wouk	MARJORIE MORNINGSTAR

IV. Materials

A. Books available for students in Knox County Schools

A CAVALCADE OF WORLD WRITING

(see textbook list for others)

B. Other materials will be available at the Knox County Materials Center, the Knox County Branch Libraries, and the Knoxville Public Library.

THE SHORT STORY

I Students who may enroll

A College-bound

B Average

C Basic

II Course description

This course is a study of the short story, using a wide variety of authors A chronological, structural, or individualistic approach may be used

III Course outline

A A suggested chronological/structural approach

1 History and development of short story

2 Characteristics of short story

3 Elements of the short story

a Plot

b Characters

c Setting

d Theme

e Point of view

f Techniques

g Emotion

h Conflict

B A suggested individualistic approach

1 Reading short stories for pleasure

a Excitement and suspense

b. Broad range of subject and appeals

c. Character revelation

d. Better understanding and insight

2. Purpose in writing short stories

a. Commentary on life

(1) Information

(2) Irony or humor

(3) Attitudes toward life

(a) Personality

(b) Mental growth

(c) Governments and institutions

(d) Historical figures

b. Development of a philosophy

(1) Remembrance of the past

(2) Significances in the present

(3) Visions of the future

(4) Utopias

IV. Materials

A. Books available for students in Knox County Schools

1. AMERICAN LITERATURE (22 stories)

2. ENGLISH LITERATURE (7 stories)

3. ADVENTURES IN AMERICAN LITERATURE Olympic Edition (24 stories)

4. THE CHANGING YEARS OF AMERICAN LITERATURE (9 stories)

5. CONTEMPORARY AMERICAN PROSE (16 stories)

6. A CAVALCADE OF BRITISH WRITING (5 stories)

7. A CAVALCADE OF WORLD WRITING (12 stories)

8. A CAVALCADE OF AMERICAN WRITING (15 stories)

9. INSIGHTS INTO LITERATURE (19 stories)

B. Films available at Knox County Schools Materials Center

1. DEVELOPING READING MATURITY: COMPARATIVE READING

2. DEVELOPING READING MATURITY: CRITICAL EVALUATION

3. DEVELOPING READING MATURITY: INTERPRETING MEANING

4. DEVELOPING READING MATURITY: THE MATURE READER

5. DEVELOPING READING MATURITY: UNDERSTANDING STYLE

6. AMERICAN LITERATURE: COLONIAL TIMES

7. AMERICAN LITERATURE: REVOLUTIONARY TIMES

8. AMERICAN LITERATURE: WESTWARD MOVEMENT

9. CHRISTMAS RHAPSODY

10. POE: BACKGROUND FOR HIS WORKS

11. ENGLAND: BACKGROUND FOR LITERATURE

12. WASHINGTON IRVING

C. Filmstrips available at Knox County Schools

1. FAMOUS AMERICAN SHORT STORIES

2. POE

3. IRVING

4. THE OTHER WISE MAN

5. GOLD BUG

6. GREAT STONE FACE

7. LUCK OF ROARING CAMP

8. MAN WITHOUT A COUNTRY

D. Other materials

1. Scholastic Book Service

a. MARK TWAIN'S BEST 50¢

b. PEPPERMINT 35¢

c. BITTERSWEET 50¢

d. GREAT AMERICAN SHORT STORIES 75¢

e. HIT PARADE OF MYSTERY STORIES 45¢

f. HIT PARADE OF SPORTS STORIES 35¢

g. HIT PARADE OF HORSE STORIES 35¢

h. HIT PARADE OF TRUE FLYING STORIES 35¢

i. HIT PARADE OF NURSE STORIES 35¢

j. STORIES FROM SHAKESPEARE 75¢

k. THE WORLD'S BEST SHORT SHORT STORIES 50¢

l. 14 FAVORITE CHRISTMAS STORIES 35¢

m. HUMOR, HORROR, AND THE SUPERNATURAL 35¢

FOR EXTREMELY SLOW STUDENTS:

n. TALES FROM THE RED FAIRY BOOK 35¢

o. BOOK OF FAMOUS STORIES 35¢

2. From the Macmillan Company

a. SHORT STORIES I

b. SHORT STORIES II

FOR SLOW STUDENTS:

c. STORIES TO ENJOY

d. STORIES TO REMEMBER

THE NOVEL

I. Students who may enroll

A. College-bound

B. Average

C. Basic

II. Course description

This course is a study of major selected novels by authors of several nationalities.

III. Course outline

A. Nature of the novel (common characteristics)

B. Development of the novel (background)

C. Reading the novel

D. The novelist's craft

1. Basic elements

a. Setting

b. Tone

c. Point of view

d. Plot

e. Character

f. Conflict

g. Theme

2. Literary devices

a. Imagery

b. Symbolism

c. Irony

d. Satire

e. Flashback

f. Exposition

g. Allegory

h. Foreshadowing

3. Form

4. Style

E. Literary movements exemplified in novels

1. Realism

2. Romanticism

3. Impressionism

4. Naturalism

5. Expressionism

6. Local color

F. Criticism of the novel

1. Exposition

2. Analysis

3. Comparison

4. Evaluation

IV. Suggested activities

A. A study of several novels of one literary period, such as the Victorian novel

B. A study of the modern American novel or the modern British novel or both

C. A study of foreign language novels in translation

D. A study of several novels by one author

E. A study of novels that illustrate the development of the novel

V. Materials

A. Books

1. Macmillan and Company

   TEACHING THE NOVEL IN PAPERBACK

2. Scholastic Book Service

   A STUDENT'S GUIDE TO 50 AMERICAN NOVELS 75¢

   A STUDENT'S GUIDE TO 50 BRITISH NOVELS 75¢

   50 AMERICAN AUTHORS 50¢

   THE NOVEL, A GUIDE TO 15 ENGLISH MASTERPIECES 60¢

3. E. P. Dutton and Company

   THE ENGLISH NOVEL

B. Films available at Knox County Schools Materials Center

1. THE NOVEL: EARLY VICTORIAN ENGLAND AND CHARLES DICKENS

2. THE NOVEL: WHAT IT IS, WHAT IT'S ABOUT, WHAT IT DOES

POETRY

I. Students who may enroll

A. College-bound

B. Average

II. Course description

This course is an introductory study of the nature, types, and devices of poetry by authors of several nationalities. Encouraging the student to derive pleasure from reading poetry should be the teacher's primary aim. Hopefully the student would also learn to appreciate sound, rhythm, meter and varied forms of verse, and to share in the emotional experience of poetry.

III. Course outline

A. Suggested approaches

1. Literal meaning

2. Mechanics and aesthetic form

3. Poet's theme

B. Poetry's appeal

1. To the imagination via figurative language (simile, metaphor, personification, metonomy, synecdoche, hyperbole)

2. To the ear via figurative language (alliteration and onomatopoeia)

C. What poetry does

1. Stirs the emotions

2. Heightens the awareness of the world around us

3. Crystallizes thought

D. Elements of poetry

1. Thought

2. Mood

3. Imagery

4. Melody

5. Rhythm

E. Patterns of poetry

1. Verse forms

a. Anglo-Saxon initial rhyme and matching stresses

b. Rhymes

c. Blank

d. Free

2. Types of metrical feet

3. Stanza types

4. Experimental poets

F. Kinds of poetry

1. Narrative

a. Epic

b. Ballad

c. Dramatic monologue

2. Lyric poetry

a. Sonnet

(1) Italian

(2) Shakespearean

(3) Spenserian

b. Elegy

c. Idyll

d. Ode

IV. Suggested activities

A. Choral reading of poetry

B. Classroom discussion of poetry

C. Reading favorite poems aloud to the group

D. Illustrating poems

E. Listening to recordings

F. Comparing several poems about the same topic

G. Practice in writing poetry

H. Memorizing favorite poems

V. Materials

A. Books available for students in Knox County School

1. Houghton-Mifflin Series, VALUES & INSIGHTS, Grades 9-12

2. Harcourt, Brace and World, ADVENTURES SERIES, Grades 9-12

3. Allyn and Bacon, CAVALCADE SERIES

4. Macmillan's Literary Heritage Series

a. POEMS TO ENJOY

b. POEMS TO REMEMBER

c. POETRY I AND II

d. CONTEMPORARY AMERICAN POETRY

e. CHANGING YEARS OF AMERICAN LITERATURE

f. EARLY YEARS OF ENGLISH LITERATURE

g. SPENSER TO GOLDSMITH

h. ROMANTIC AND VICTORIAN WRITERS

i. MODERN ENGLISH PROSE AND POETRY

5. MODERN ENGLISH IN ACTION, Grades 9-12

B. Films available from Knox County Schools Materials Center

1. EDGAR ALLAN POE; BACKGROUND OF HIS WORKS

2. HENRY W. LONGFELLOW

3. HOLMES

4. WHITTIER
5. STEVENSON
6. CHAUCER
7. SHAKESPEARE

C. Filmstrips available at Knox County Schools Materials Center

1. LONGFELLOW
2. BRYANT
3. DICKINSON
4. LANIER
5. LOWELL
6. POE
7. WHITMAN
8. WHITTIER

D. Records available at Knox County Schools Central Record Library

1. UNITY OF FREE MEN
2. ROBERT BROWNING
3. ROBERT BURNS
4. BYRON
5. LEWIS CARROLL
6. COLERIDGE
7. FROST
8. GOLDSMITH
9. GRAY
10. HENLEY
11. KEATS
12. LAMB
13. LONGFELLOW

14. MANY VOICES (accompanies Adventures Series)

15. SOUND OF LITERATURE (accompanies Houghton-Mifflin series)

DRAMA

I. Students who may enroll

A. College-bound

B. Average

II. Course description

This course is designed to give the student a grasp of the historical development of the theater as a social and religious force, and a knowledge of the structure and elements of the drama. Representative plays are suggested to illustrate key aspects of dramatic literature.

III. Course outline

A. The nature of drama

1. Conflict

2. Action (physical or mental)

3. Objective point of view

4. Dialogue

B. The elements of drama

1. Plot

a. Exposition

b. Complication

c. Resolution

2. Setting

a. To give unity

b. To reveal character

c. To influence the actions of characters

d. To provide atmosphere

e. To suggest ideas

3. Characters

a. Kinds of characters

(1) Foil

(2) Stock

(3) Static

b. Revelation of character

(1) By confidant

(2) By the aside

(3) By the soliloquy

(4) By the reactions of other characters

(5) By physical appearance and surroundings

(6) By character's speech

(7) By character's actions

(8) By character's thoughts

4. Dialogue

5. Theme of play

C. Types of plays

1. Tragedy

2. Comedy

3. Melodrama and farce

IV. Materials

A. Use textbooks available in the school

B. Suggested paperbacks (see paperback catalogs in library)

1. EIGHT GREAT TRAGEDIES

2. THREE COMEDIES OF AMERICAN FAMILY LIFE

3. SEEDS OF MODERN DRAMA

4. THREE ENGLISH COMEDIES

5. FOUR MAJOR PLAYS by ISBEN

6. GREEK DRAMA

7. FOUR CLASSIC FRENCH PLAYS

8. SPANISH DRAMA

9. FOUR GREAT PLAYS by CHEKHOV

C. Suggested contemporary plays

1. THE GLASS MENAGERIE, Tennessee Williams

2. DEATH OF A SALESMAN, Arthur Miller

3. A RAISIN IN THE SUN, Lorraine Hansberry

4. PYGMALION, George Bernard Shaw

5. STRIFE, John Galsworthy

6. YOU CAN'T TAKE IT WITH YOU, Moss Hart and G. Kaufman

7. THE WINSLOW BOY, Terence Rattigan

8. THE VALIANT, Hall and Middlemass

D. Suggested musical dramas

1. THE KING AND I

2. OKLAHOMA

3. THE MAN OF LAMANCHA

4. SOUND OF MUSIC

5. SOUTH PACIFIC

6. CAROUSEL

7. CAMELOT

8. MY FAIR LADY

9. KISS ME, KATE

10. THE MUSIC MAN

MYTHOLOGY

I. Students who may enroll

A. College-bound

B. Average

C. Basic

II. Course description

This course is a study of selected myths of the Greeks, Norsemen, and Romans, and American folklore and legends.

III. Course outline

A. Origin of myths and legends

B. Definition of myths and legends

C. Comparison and contrast of myths and legends from different countries

D. Influence of mythology and legends on art, music, drama, architecture, literature, modern vocabulary, etc.

E. Current uses in advertising, reference by writers and speakers, television and radio

F. Writing myths and legends (for advanced students)

IV. Materials

A. Books available for students in the Knox County Schools

1. Edith Hamilton. MYTHOLOGY. Little, Brown and Company

2. Thomas Bulfinch. MYTHOLOGY. Dell Publishing Company

3. Squire. GREEK MYTHS AND LEGENDS. Macmillan and Company

B. Books available at Knox County Central Library (1-6 copies of each available)

1. Asimov. WORDS FROM THE MYTHS

2. Schwab. GODS AND HEROES: MYTHS AND EPICS

3. Coolidge. LEGENDS OF THE NORTH

(Check Knox County Materials Center for other materials)

C. Other books

1. Gayley, Charles Mills, ed. CLASSIC MYTHS IN ENGLISH LITERATURE AND IN ART. Ginn, 1911.

2. Squire, James R and Barbara L., ed. GREEK MYTHS AND LEGENDS. New York, The Macmillan Company, 1967. (for easier reading)

3. Marcarante, John J. AMERICAN FOLKLORE AND LEGEND. New York, Globe Book Company, 1967. (for easier reading)

D. Filmstrips available from the Knox County Schools Materials Center

1. AENEID

2. ILIAD

3. OEDIPUS THE KING

4. ODYSSEY

Appendix A

ELECTIVE COURSES

1968 - 1969

The following elective courses will be taught at the schools indicated. Halls High School will continue its own multi-phase program in language arts and the elective courses as such will not be offered there.

Elective Courses	Carter	Doyle	Farragut	Gibbs	Karns	Powell
COMPOSITION:						
Creative Writing	*		*		*	*
Structure of the English Language	*		*		*	*
Journalism	*	*	*			*
Advanced Composition and Research Methods	*	*	*	*	*	*
COMMUNICATION:						
Mass Communication		*	*	*	*	*
Public Speaking	*			*		*
Critical Thinking	*		*			*
LITERATURE:						
Survey of American Literature	*	*	*		*	*
Survey of English Literature	*	*	*		*	*
Shakespeare		*		*	*	
World Literature		*				
The Short Story	*	*	*	*		*
The Novel	*	*		*	*	*
Poetry	*	*				
Drama	*	*		*		*
Mythology	*					*

*This elective course will be taught in the 1968-1969 session.

Appendix B

TEXTBOOKS AVAILABLE FOR STUDENTS
IN KNOX COUNTY SCHOOLS

Literature Texts

Harcourt, Brace and World:

1. ADVENTURES FOR READERS I (Mercury Edition)
2. ADVENTURES FOR READERS I (Laureate Edition)
3. ADVENTURES FOR READERS I (Olympic Edition)
4. ADVENTURES FOR READERS II (Mercury Edition)
5. ADVENTURES FOR READERS II (Laureate Edition)
6. ADVENTURES FOR READERS II (Olympic Edition)
7. ADVENTURES IN READING (Mercury Edition)
8. ADVENTURES IN READING (Olympic Edition)
9. ADVENTURES IN APPRECIATION (Mercury Edition)
10. ADVENTURES IN APPRECIATION (Olympic Edition)
11. ADVENTURES IN AMERICAN LITERATURE (Mercury Edition)
12. ADVENTURES IN AMERICAN LITERATURE (Olympic Edition)
13. ADVENTURES IN ENGLISH LITERATURE (Mercury Edition)
14. ADVENTURES IN ENGLISH LITERATURE (Olympic Edition)

Allyn and Bacon:

15. A CAVALCADE OF LIFE IN WRITING
16. A CAVALCADE OF WORLD WRITING
17. A CAVALCADE OF AMERICAN WRITING
18. A CAVALCADE OF BRITISH WRITING

Houghton-Mifflin:

19. VALUES IN LITERATURE
20. INSIGHTS INTO LITERATURE
21. AMERICAN LITERATURE
22 ENGLISH LITERATURE

Macmillan, Literary Heritage Series*:

23. THE EARLY YEARS OF AMERICAN LITERATURE
24. THE CHANGING YEARS OF AMERICAN LITERATURE
25. CONTEMPORARY AMERICAN PROSE
26. CONTEMPORARY AMERICAN POETRY
27. CONTEMPORARY AMERICAN DRAMA
28. THE EARLY YEARS OF ENGLISH LITERATURE
29. SPENSER TO GOLDSMITH
30. ROMANTIC AND VICTORIAN WRITERS
31. MODERN ENGLISH PROSE AND POETRY
32. MODERN ENGLISH DRAMA
33. STORIES TO ENJOY
34. POEMS TO ENJOY
35. PLAYS TO ENJOY
36. READINGS TO ENJOY
37. STORIES TO REMEMBER
38. POEMS TO REMEMBER
39. PLAYS TO REMEMBER
40. READINGS TO REMEMBER
41. SHORT STORIES I
42. NONFICTION I

*This complete listing is not available in all schools

43. POETRY I

44. DRAMA I

45. SHORT STORIES II

46. NONFICTION II

47. POETRY II

48. DRAMA II

Developmental Reading Texts

Scott-Foresman:

49. PARADES

50. MORE PARADES

51. PANORAMAS

52. MORE PANORAMAS

Grammar Texts

Harcourt, Brace and World:

53. ENGLISH GRAMMAR AND COMPOSITION (7-12)

D. C. Heath:

54. MODERN ENGLISH IN ACTION (9-12)

Appendix C

FILMS AVAILABLE AT KNOX COUNTY
SCHOOLS MATERIALS CENTER

I. American Literature

AMERICAN LITERATURE: COLONIAL TIMES 1018

Cornet, 1962, s., b&w, 11 min., jh-sh-c-ad
We see that the beginnings of literature in this country took the form of practical, useful documents, reflecting the natural wonders of the new world to which the settlers had come, and their hard pioneer life and deep religious faith.

AMERICAN LITERATURE: REVOLUTIONARY TIMES 1019

Cornet, 1962, s., b&w, 11 min., jh-sh-c-ad
From this period emerged some of the most impassioned pleas for the natural rights of mankind ever produced by a people. The feeling, depth, and beauty of many of these political documents raise them to the level of true literature. This film brings back to life some of the important writings of Benjamin Franklin, Patrick Henry, Thomas Paine, and Thomas Jefferson.

AMERICAN LITERATURE: THE WESTWARD MOVEMENT 1008

Cornet, 1957, s., 11 min., jh-sh-c
The westward movement enables students to see how people and themes of the westward movement have served as a source of material for writers from the early nineteenth century to the present day. Scenes characteristic of the adventurous spirit of the movement are combined with quotations from the works of poets, historians, and novelists.

EDGAR ALLEN POE: BACKGROUND FOR HIS WORKS 1021

Cornet, 1962, s., b&w, 11 min., el-jh
Paintings created in the style of Poe's writings are skillfully presented to bring to life scenes from his works, against a background of Poe's life. Excerpts from "To Helen," "The Fall of the House of Usher," "The Murders of the Rue Morgue," "The Raven," and others reveal elements which contribute to his stature as critic, literary craftsman, and perfector of the short story.

HENRY WADSWORTH LONGFELLOW S-75

DuPont, n. d., sl., 18 min., jh-sh
Depicts the life of the scholar, teacher, and writer.

JAMES FENIMORE COOPER 46

EBF, 1949, s., 17 min., jh-sh-c-ad
We see Cooper grow from a young man, dreaming of pioneer adventure on the frontier, to a mature, distinguished novelist by creating the first great American novel based on the frontier.

LAND OF EVANGELINE 705

Library Films, 1933, s., 10 min. el-jh-sh
Scenic with music. Shows the "reversing" falls of St. John's River.

LOUISA MAE ALCOTT 5

EBF, 1950, s., 17 min., jh-sh-c-ad
Reveals the American author's complete devotion to her family. Describes her services to the nation. Stresses her success as a writer, with special attention to "Little Women" and "Jo's Boys."

MIDNIGHT RIDE OF PAUL REVERE 746-929

EBF, 1957, s., 11 min., el-jh-sh
Tells the story of Paul Revere's ride by dramatizing the action and comparing the real story with the one told in Longfellow's famous poem. It explains why Paul Revere's ride was a memorable incident in the events leading to the war for independence and why his ride has become a symbol of resistance of tyranny.

NEW ENGLAND: BACKGROUND OF LITERATURE 759

Coronet, 1950, s., 10 min., jh-sh-c-ad
Presents the New England of Bryant, Emerson, Longfellow, Whittier, Thoreau, Holmes, and Alcott.

OLIVER WENDELL HOLMES 79

EBF, 1950, s., 17 min., jh-sh-c-ad
Reveals with dramatization, episodes from Holmes' life and the reasons for his position of eminence in our national cultural history.

THE SEA: BACKGROUND FOR LITERATURE 1009

Coronet, 1958, s., 11 min., jh-sh
A young sailor's love of the sea provokes a study of literature revealing its many aspects. Visualized in the survey are dramatic excerpts from "The Rime of the Ancient Mariner," "Crossing the Bar," and Mutiny on the Bounty, as well as reenactment of key scenes from Captains Courageous, Two Years Before the Mast, the Journals of Captain Cook, Treasure Island, and Moby Dick.

WASHINGTON IRVING 90

EBF, 1949, s, 17 min, el-jh-sh
Significant episodes in the life of the first American to receive recognition in the World of Literature

JOHN G WHITTIER 191

EBF, 1950, s, 17 min, jh-sh-c-ad
Boyhood association with W L Garrison, student editor, writer, social reformer, poet with social emphasis in his later years.

II. English Language

MAKING SENSE WITH SENTENCES 732

Coronet, 1949, s, 10 min, el-jh-sh-c-ad
Answers questions; Why should we use complete sentences? What is a complete sentence? How can I make myself better understood?

PUNCTUATION (color) 1011

Bailey, 1962, s, 6 min, el
Shows the function of punctuation; demonstrates the use of the period, question mark, exclamation mark, and quotation marks.

VOCABULARY SKILLS 1026

EBF, 1950, s, 10 min, jh-sh
Suggests specific vocabulary-building skills and exercises which increase reading effectiveness.

WORD RECOGNITION SKILLS 1027

Coronet, 1961, s, b&w, 11 min, el-jh-sh
Uses animation to show how to develop skills for quick and accurate recognition of words by form, context, and sound.

WRITING A GOOD PARAGRAPH 1028

Coronet, 1963, s, b&w, 11 min, el-jh-sh
Illustrates how to develop paragraphs logically -- by using such unity devices as time, space and contrast.

WRITING A REPORT 1022

Coronet, 1962, s, b&w, 11 min, el-jh-sh
As Ted writes a report on his subject, the newts, your pupil will follow him through the four steps: choose a subject, gather information, organize the information, and write the report.

WRITING BETTER BUSINESS LETTERS 1023

Coronet, 1962, s., b&w, 11 min., el-jh-sh
Emphasized are the three principal characteristics of a good business letter -- clarity, brevity, and courtesy.

III. English Literature

CHAUCER'S ENGLAND 33

EBF, 1958, s., 30 min., sh-c-ad
The old Tabard Inn in London . . . the Cathedral town of Canterbury . . . Chaucer's Pilgrims winding their way through spring-time England and telling stories as they ride on their annual pilgrimage. In the sequence of Middle English we hear Chaucer's poetry spoken in accents of the 14th Century.

CHARLES DICKENS: BACKGROUND FOR HIS WORKS 992-993

Coronet, 1959, s., 11 min., sh
Authentic settings provide a rich background for a study of Dickens' works -- David Copperfield, Pickwick Papers, Oliver Twist, A Tale of Two Cities, Great Expectations, The Old Curiosity Shop, and others. Examined are many of his famous characters and elements which reveal his desire for social reforms.

ENGLAND: BACKGROUND OF LITERATURE 614

Coronet, 1948, s., 10 min., jh-sh-c-ad
The London of Chaucer, Dickens, and Browning, the countryside which was so meaningful to Shakespeare, Keats, Wordsworth, and Kipling, and the sea as Coleridge, Conrad, and Masefield wrote of it.

LITERATURE APPRECIATION: ENGLISH LYRICS 725

Coronet, 1951, s., 10 min., jh-sh
Presents selections of the works of Tennyson, Keats, Wordsworth Shelley, Shakespeare, and other English poets against the background of the English scenes.

MACBETH: THE POLITICS OF POWER 423

EBF, 1964, s., color, 28 min., sh
Douglas Campbell interprets the characters in the play. Are the witches goddesses of fate, wicked old hags, or figments of Macbeth's imagination? How is it possible to portray Macbeth as a brutal murderer who remains a tragic hero through the play? Is Duncan a wise monarch or an arrogant, corrupt, senile man?

MACBETH: THE THEMES OF MACBETH 425

EBF, 1964, s., color, 28 min., sh
As Mr Campbell explains it, "Contradictions, seeming truths, concealed meanings . . . we are in a world in which appearances cannot be trusted. The entire play is built on a paradox: 'Nothing is but what is not.' "

MACBETH: THE SECRET'ST MAN 424

EBF, 1964, s., color, 33 min., sh
"Everyman," in Macbeth's words, "is the secret'st man of blood." Thus we cannot hate Macbeth, nor can we believe that his life signifies nothing, for there remains something sublime in him. Perhaps this capacity for good and evil within the same human heart sums up Shakespeare's message.

THE NOVEL: EARLY VICTORIAN ENGLAND AND CHARLES DICKENS 429

EBF, 1962, s., color, 34 min., sh
Mr. Fadiman examines Victorian England with its startling contrasts of morality and hypocrisy, splendor and squalor, prosperity and poverty.

THE NOVEL: GREAT EXPECTATIONS I 426

EBF, 1962, s., color, 34 min., sh
Selected dramatic scenes establish the setting, characters, and the shape of this classic novel and deftly introduce some of its major themes.

THE NOVEL: GREAT EXPECTATIONS II 427

EBF, 1962, s., color, 34 min., sh
Mr. Fadiman provides a critical interpretation of the story and probes more deeply into the development of relationships between the major characters.

THE NOVEL: WHAT IT IS, WHAT IT'S ABOUT, WHAT IT DOES 428

EBF, 1962, s., color, 34 min., sh
With the aid of actors from the Old Vic Company, Clifton Fadiman explains motivation, characterization, style, and the establishment of mood through description.

THE SEA: BACKGROUND FOR LITERATURE 1009

Coronet, 1958, s., 11 min., jh-sh
A young sailor's love of the sea provokes a study of literature revealing its many aspects. Visualized in the survey are dramatic excerpts from "The Rime of the Ancient Mariner," "Crossing the Bar," and Mutiny on the Bounty, as well as reenactment of key scenes from Captains Courageous, Two Years before the Mast, The Journals of Captain Cook, Treasure Island, and Moby Dick.

ROBERT LOUIS STEVENSON S-116

EBF, n., d., sl., 11 min., jh-sh
Portrays background and highlights in the life of this Scottish author.

SHAKESPEARE AND BACKGROUNDS OF WORKS 163

Coronet, 1951, s., 14 min., jh-sh-c-ad
Shows the places of Shakespeare's time and the elements of English life that gave the great poet-playwright his language and shaped his character.

SHAKESPEARE AND STRATFORD S-111

B & H, 12 min., sl., jh-sh
Portrays the setting and facts known about the life of Shakespeare.

WILLIAM SHAKESPEARE 164

EBF, 1955, s., 25 min., jh-sh-c-ad
Filmed entirely in England, traces the course of William Shakespeare's life from his boyhood in Stratford through his career in the London theater as actor and dramatist. Contains excerpts from Romeo and Juliet, Henry V, As You Like It, Julius Caesar, Hamlet and Macbeth as they would have been performed on the stage of Shakespeare's own theater, the Globe.

IV. Reading

BETTER READING 16

EBF, 1952, s., 12 min., jh-sh-c-ad
The story of an intelligent high school boy whose work improves as he overcomes several faulty reading habits.

DEVELOPING READING MATURITY: COMPARATIVE READING 1046

Coronet, 1964, s., 11 min., jh-sh-c
By comparing articles in two encyclopedias, Jeff gains an understanding of different definitions in geography; comparing two theories in astronomy he expands his understanding of scientific inquiry. Linda comes to know Mark Twain through his works and through works about him.

DEVELOPING READING MATURITY: CRITICAL EVALUATION 1043

Coronet, 1964, s., 11 min., jh-sh-c
Reading should be an active thinking process in which we understand the author's argument, question its adequacy, and then judge its value. With examples drawn from fiction, this film demonstrates the key steps in the process of critical evaluation.

DEVELOPING READING MATURITY: INTERPRETING MEANING 1044

Coronet, 1964, s., 11 min., jh-sh-c
Examples drawn from writings of Theodore Roosevelt, Donne, Emerson, Swift, Shakespeare and from the Declaration of Independence, coupled with imaginative film techniques, lead to an understanding of the process of interpretation.

DEVELOPING READING MATURITY: THE MATURE READER 1045

Coronet, 1964, s., 11 min., jh-sh-c
Dramatic vignettes of specific examples introduce and explain the skills of a mature reader -- critical evaluation, interpreting meaning, understanding, style, and reading.

DEVELOPING READING MATURITY: UNDERSTANDING STYLE 1047

Coronet, 1964, s., 11 min., jh-sh-c
A writer's purpose, choice of literary form, and characteristic language patterns all are a part of his style. By developing an awareness of style, a reader can learn to know a writer better, and thus develop a greater appreciation of what he has to say.

HOW EFFECTIVE IS YOUR READING? 673

Coronet, 1951, s., 10 min., jh-sh-c-ad
Skimming for overview; fast reading for general understanding; slow, careful reading for precise information techniques are presented.

IMPROVE YOUR READING 681

Coronet, 1942, s., 10 min., el-jh
This film offers many suggestions for improving the rate of reading and comprehension with careful attention to those pupils with special reading problems: eye perception span, reading too rapidly for comprehension, reading with fingers, with lip movement, etc.

LITERATURE APPRECIATION: HOW TO READ POETRY 726

Coronet, 1952, s., 10 min., jh-sh
In this film, students will discover how understanding the poet, looking for experiences the poet is sharing, and recognizing word devices which serve to convey the poet's experience will increase the pleasure of reading poetry.

MAGIC BOOK 1001

DA Film Studios, n.d., s., p-el-jh-sh
Gives 10 rules for reading and taking care of a book.

VOCABULARY SKILLS 1026

Coronet, 1961, s., b&w, 11 min., el-jh-sh
Suggests specific vocabulary-building skills and exercises which increase reading effectiveness.

WORD RECOGNITION SKILLS 707

Coronet, 1961, s., b&w, 11 min., el-jh-sh
Uses animation to show how to develop skills for quick and accurate recognition of words by form, context, and sound.

V. Speech

SPEECH -- STAGE FRIGHT AND WHAT TO DO ABOUT IT 842

YAF, 1949, s., 11 min., jh-sh-c-ad
Explaining the cause of stage fright, gives typical examples, and shows what can be done about it.

YOUR VOICE 806

EBF, 1949, s., 11 min., jh-sh-c-ad
Describes the four phases of voice production -- respiration, phonation, resonance, and articulation.

VI. Study, Method of

LEARNING TO STUDY 109

EBF, 1954, s., 14 min., jh-sh
Shows that study is conscious learning. Points out the need for knowing clearly the purpose of each assignment and having a regular time for study.

Appendix D

FILMSTRIPS AVAILABLE AT KNOX COUNTY
SCHOOLS MATERIALS CENTER

I. American Literature, 810 - jh-sh

EVANGELINE
HIAWATHA
OTHER WISE MAN

II. American Poets and Authors, 920 - el-sh

WILLIAM CULLEN BRYANT
EMILY DICKINSON
SIDNEY LANIER
JAMES RUSSELL LOWELL
EDGAR ALLAN POE
WALT WHITMAN
HENRY WADSWORTH LONGFELLOW
JAMES FENIMORE COOPER
JOHN GREENLEAF WHITTIER
LOUISA MAY ALCOTT
OLIVER WENDELL HOLMES
WASHINGTON IRVING

III. Communication of Ideas and Ideals, 808 - sh-c

HOW TO CONVERSE
HOW TO DELIVER A SPEECH
HOW TO READ
HOW TO WRITE
RELATION OF IDEAS TO COMMUNICATION
RELATION OF INTERESTS TO COMMUNICATION
RELATION OF PERSONALITY TO COMMUNICATION

IV. English, 425 - el-jh

COMMA, PARTS I, II & III
COMMUNICATION
MODIFIERS
PRESENTING THE APOSTROPHE

V. Famous American Stories, 810 - el-jh-sh

EVANGELINE
GOLD BUG
GREAT STONE FACE
LUCK OF ROARING CAMP
MAN WITHOUT A COUNTRY
TOM SAWYER WHITEWASHES THE FENCE

VI. Great Classics of Literature, 810 - jh-sh

AENEID
CANTERBURY TALES
DON QUIXOTE
FAUST
ILIAD
OEDIPUS THE KING
ODYSSEY
PARADISE LOST
PARDONER S TALE

VII. Stories from Shakespeare, 822.3 - jh-sh

AS YOU LIKE IT
HAMLET
HENRY V
JULIUS CAESAR
MACBETH
MIDSUMMER NIGHT S DREAM

Appendix E

RECORDS AVAILABLE AT KNOX

COUNTY SCHOOLS CENTRAL RECORD LIBRARY

Listed below are recordings suitable for use in the English classroom which are available to teachers in the Knox County Schools. This list is not all-inclusive. There may be other recordings in the Central Record Library which the imaginative teacher of English might wish to use.

Records are checked out for two weeks and are delivered by the Materials Center's delivery truck. Arrangements for securing these records can be made by calling 525-6261, ext. 60.

I. Literature

A. Poetry

Arnold

SOHRAB AND RUSTUM

Browning, R.

CAVALIER TUNE

INCIDENT OF A FRENCH CAMP

PIED PIPER OF HAMELIN

THE SONG FROM PIPPA PASSES

Bryant

TO A WATERFOWL

Burns

AFTON WATER

A MAN'S A MAN FOR A' THAT

A RED, RED ROSE

AULD LANG SYNE

BONNIE DOON

THE COTTER'S SATURDAY NIGHT

JOHN ANDERSON, MY JO

MARY MORISON

TAM O'SHANTER

Byron

THE DESTRUCTION OF SENNACHERIB

Coleridge

THE RIME OF THE ANCIENT MARINER

Goldsmith

THE DESERTED VILLAGE

Gray

ELEGY WRITTEN IN A COUNTRY CHURCHYARD

Henley

INVICTUS

Hood

THE BRIDGE OF SIGHS

Hunt

TO THE GRASSHOPPPER AND THE CRICKET

Jackson

CORONATION

SPINNING

Keats

THE EVE OF ST AGNES

HAPPY IS ENGLAND

KEEN, FITFUL GUSTS

ODE ON A GRECIAN URN

ODE TO A NIGHTINGALE

ODE TO AUTUMN

OH! HOW I LOVE

Kipling

IF

Lamb

DISSERTATION UPON ROAST PIG

TO HESTER

THE OLD FAMILIAR FACES

Leacock

THE AWFUL FATE OF MELPOMENUS JONES

MY FINANCIAL CAREER

Lear

THE OWL AND THE PUSSY-CAT

Letts

THE SPIRES OF OXFORD

Longfellow

PAUL REVERE'S RIDE

Lowell

THE FIRST SNOWFALL

Milton

L'ALLEGRO

ON HIS BLINDNESS

ON HIS HAVING ARRIVED AT THE AGE OF TWENTY-THREE

ON SHAKESPEARE

Poe

ANNABEL LEE

Procter

A PETITION TO TIME

Shelley

OZYMANDIAS

Southey

THE BATTLE OF BLENHEIM

Tennyson

BREAK, BREAK, BREAK

THE CHARGE OF THE LIGHT BRIGADE

CROSSING THE BAR

DEFENSE OF LUCKNOW

FLOWER IN THE CRANNIED WALL

IN MEMORIAM

SONG OF THE BROOK

THE SPLENDOUR FALLS

Whitman

O CAPTAIN, MY CAPTAIN

Wordsworth

COMPOSED UPON WESTMINSTER BRIDGE

I WANDERED LONELY AS A CLOUD

THE WORLD IS TOO MUCH WITH US

B. Prose (Single Records)

Benet

UNITY OF FREE MEN

De Maupassant

THE NECKLACE

Dickens

TALE OF TWO CITIES

Alcott

FIVE LITTLE PEPPERS AND HOW THEY GREW

LITTLE WOMEN

Carroll, Lewis

ALICE IN WONDERLAND

Dodge, Mary Mapes

HANS BRINKER

Eliot

SILAS MARNER

Hawthorne

THE HOUSE OF SEVEN GABLES

Irving, Washington

LEGEND OF SLEEPY HOLLOW - told by Boris Karloff

RIP VAN WINKLE

Stevenson, Robert Lewis

TREASURE ISLAND

Twain, Mark

TOM SAWYER

HUCKLEBERRY FINN

THE PRINCE AND THE PAUPER

Verne, Jules

TWENTY THOUSAND LEAGUES UNDER THE SEA

(Albums)

Dickens, Charles

ADVENTURES OF OLIVER TWIST AND FAGIN

Kipling, Rudyard

KIPLING'S JUNGLE BOOK

MASTERPIECES OF LITERATURE, VOL. II, PROSE I

Abbott	Patriotism
Antin, Mary	The Promised Land
Everett	The History of Liberty
	Pennsylvania's Charter of Privileges
Jefferson	Declaration of Independence
Jefferson	The First Inaugural Address of Thomas Jefferson

Lincoln	The Mayflower Compact
Roosevelt, T.	Our Responsibilities as a Nation
Root	A Pan-American Policy
Washington	The Farewell Address of George Washington
Wilson	Americans of Foreign Birth

C. Drama

Carroll

ALICE IN WONDERLAND

THROUGH THE LOOKING-GLASS, with Joan Greenwood, Stanley Holloway and others

Barrie, J. M.

PETER PAN, with Jean Arthur and Boris Karloff

Dickens, Charles

ADVENTURES OF OLIVER TWIST AND FAGAN, narrator, Basil Rathbone

Hale, Edward Everett

THE MAN WITHOUT A COUNTRY, Frank Lovejoy and cast; narrated by Bing Crosby

Shakespeare, William

HAMLET - with Laurence Olivier

HIGHLIGHTS FROM SHAKESPEARE

A Midsummer Night's Dream
Twelfth Night
As You Like It
Julius Caesar
The Tempest
Hamlet

COMEDY OF ERRORS - with Charles Coburn, narrator

INTRODUCTION TO SHAKESPEARE - by Maurice Evans

JULIUS CAESAR - Dublin Gate Theatre production

MACBETH - Dublin Gate Theatre production

MERCHANT OF VENICE - with Orson Welles

SONGS FROM SHAKESPEARE'S PLAYS:

Airs Sung by Ophelia (Hamlet)
Come Into These Yellow Sands (The Tempest)
Farewell, Dear Love (Twelfth Night)
Hark, Hark, The Lark (Cymbeline)
If Music Be The Food of Love, Play On (Twelfth Night)
Lo' Here the Gentle Lark (Venus and Adonis)
Over Hill, Over Dale (A Midsummer Night's Dream)
She Never Told Her Love (Twelfth Night)
Take, O Take Those Lips Away (Measure for Measure)
Tell Me Where Is Fancy Bred (The Merchant of Venice)
When Daisies Pied and Violets Blue (Love's Labors Lost)
Where The Bee Sucks, There Suck I (The Tempest)
Willow, Willow (Othello)

Wilde, Oscar

THE HAPPY PRINCE - with Bing Crosby and Orson Welles

ALBUM OF STARS, GREAT MOMENTS FROM GREAT PLAYS

Gordon	Years Ago, with Fredric March and Florence Eldridge
Housman	Victoria Regina, with Helen Hayes
Ibsen	Hedda Gabler, with Eva le Galliene
Shakespeare	King Richard II, with John Gielgud
Wilder	The Skin of Our Teeth, with Fredric March and Florence Eldridge

D. Albums

ANTHOLOGY OF ENGLISH LYRIC VERSE

Addison	The Spacious Firmament on High
Blake	The Piper
Blake	The Tiber
Brooke	The Soldier
Browning, E.	A Musical Instrument
Browning, R.	Meeting At Night
Byron	We'll Go No More A'Roving
Drayton	The Parting
Frost	The Runaway
Keats	Ode On A Grecian Urn
Lyle	Cards and Kisses
Masefield	Sea Fever
Millay	Recuerdo
Milton	On His Blindness
Patmore	The Toys
Rossetti	Up Hill
Sandburg	Grass
Shakespeare	Two Sonnets
Shakespeare	Full Fathom Five

Shelley	Night
Suckling	Why So Pale and Wan
Tennyson	Crossing The Bar
Wordsworth	The Solitary Reaper
Wordsworth	The World

GREAT POETS OF ENGLISH LITERATURE

Each record dramatizes incidents in the life of an outstanding English poet and includes readings of his representative poems.

THE BROWNINGS

LORD BYRON

SAMUEL TAYLOR COLERIDGE

PERCY BYSSHE SHELLEY

ALFRED, LORD TENNYSON

CARL SANDBURG'S POEMS FOR CHILDREN

Read by Carl Sandburg

I HEAR AMERICA SINGING

Kleinsinger (based on poems of Walt Whitman)

MANY VOICES: ADVENTURES IN AMERICAN LITERATURE

Frost	Death of a Hired Man
Sandburg	Nocturne in a Deserted Brickyard
	Prayers of Steel
	Grass
	The People Speak
Johnson	The Creation
Teasdale	The Long Hill
Millay	God's World
	The Spring and The Fall
Wylie	Pretty Words
	Sea Lullaby
Benét	The Mountain Whippoorwill
Thurber	The Secret Life of Walter Mitty
Bryant	To a Waterfoul
Longfellow	The Tide Rises, the Tide Falls
	Hymn to the Night
Lowell	The Courting
Lincoln	The Gettysburg Address
Lee	Farewell to the Armies of Northern Virginia
Whitman	Song of Myself
	A Noiseless Patient Spider
	I Hear America Singing

Poe	To Helen
	The Bells
Lanier	The Marshes of Blynn
Dunne	Mr. Dooley on Machinery

MANY VOICES: ADVENTURES IN APPRECIATION

Saki	The Open Window
Nash	The Rhinoceros
	The Purist
Anderson	Hi-Yo, Hi-Yo, Discernible Today
Carroll	Jabberwocky
Gilbert	The Duke of Plaza-Toro
Fearing	Thirteen O'Clock
Kipling	Danny Deever
Byron	The Eve of Waterloo
Helton	Old Christmas Morning
Benet	Lee
Lowell	What Is So Rare As a Day in June?
Van Doren	Spring Thunder
Thompson	To A Snowflake
Cummings	in Just -
Sandburg	Four Preludes on Playthings of the Wind
Raftery	I Am Raftery
Wilber	Boy at the Window
Frost	Birches
Stevenson	Requiem
White	Irtnog
Ullman	Behind the Ranges
Tennyson	Gareth and Lynette
Shakespeare	Julius Ceasar: The Funeral Orations of Brutus and Mark Antony
Eliot	Silas Marner: The Scene at the Rainbow Inn

MANY VOICES: ADVENTURES IN ENGLISH LITERATURE

	Beowulf (excerpts)
Chaucer	Prologue to the Canterbury Tales (excerpts)
	Sir Patrick Spens
	Get Up and Bar the Door
Shakespeare	Who Is Sylvia?
	Full Fathom Five
	Sonnet 18
	Sonnet 73
	Sonnet 29
	Sonnet 55
	Sonnet 116
	Macbeth (excerpts)
Donne	Death Be Not Proud
Herrick	Counsel to Girls
Suckling	The Constant Lover
Lovelace	To Althea, From Prison
Wither	Shall I, Wasting in Despair
Milton	On His Blindness
Burns	A Man's a Man for A'That
Burns	To a Mouse

Coleridge	The Rime of the Ancient Mariner (Part I)
Wordsworth	She Dwelt Among Untrodden Ways
	Composed Upon Westminster Bridge
	The World Is Too Much With Us
Byron	Apostrophe to the Ocean
Shelley	Ode to the West Wind
Keats	Ode on a Grecian Urn
	On First Looking into Chapman's Homer
Browning, R.	My Last Duchess
Tennyson	The Bugle Song in "Nocturne" from Serenade for Tenor, Horn, and Strings
Rossetti	Remember
Browning, E.	How Do I Love Thee?
Eliot	The Hollow Men
Thomas	Do Not Go Gentle into the Good Night
Churchill	This Was Their Finest Hour
Shaw	Pygmalion (excerpt from Act II)

MASTERPIECES OF LITERATURE, VOL. III, ALBUM II

Brooke	Sonnet
Browning, E.	Sonnet XLIII
Browning, R.	Prospice
Bryant	To A Waterfowl
Clough	Say Not The Struggle Naught Availeth
Colum	The Old Woman of the Roads
Herrick	To the Virgins to Make Much of Time
Hodgson	Stupidity Street
Housman	Loveliest of Trees
Hunt	Abou Ben Adhem
Keats	Ode On a Grecian Urn
Keats	On First Looking Into Chapman's Homer
Lanier	America
Longfellow	The Arrow and the Song
Marlow	The Passionate Shepherd to His Love
Millay	God's World
Millay	Travel
Milton	On the Late Massacre In Piedmont
Scott	My Own, My Native Land
Shakespeare	Sonnet XXIX
Shelley	Ode to the West Wind
Stephens, James	Hate
Stephens, James	The Waste Places
Stevenson	In Memorium F.A.S.
Stevenson	The Vagabond
Tennyson	In Memoriam
Waller	Go, Lovely Rose
Wordsworth	The World Is Too Much With Us

MANY VOICES: ADVENTURES IN READING

Magic Words (6 poems)
Poems for Reading Aloud
Background America

Clothes Make The Man (Henri Duvernois)
Introducing Homer's The Odyssey
Introducing Dicken's Great Expectations

PLEASURE DOME - AN ANTHOLOGY OF MODERN POETRY (Read by its creators)

Auden	Ballad
Auden	Prime
Bishop	Anaphora
Bishop	Late Air
Bishop	The Fish
Cummings	Spring Is Like a Perhaps Hand
Cummings	This Little Bride and Groom
Cummings	Pity This Busy Monster, Manunkind
Cummings	Rain or Hail
Eliot	A Game of Chess
Moore	In Distrust of Merits
Nash	Allow Me, Madam, But It Won't Help
Nash	Introspective Reflection
Nash	The Hunter
Nash	Outcome of Mr. McLeod's Gratitude
Nash	The Perfect Husband
Nash	So Penseroso
Thomas	In My Craft or Sullen Art
Thomas	Poem in October
Williams	The Bull
Williams	The Dance
Williams	El Hombre
Williams	Lear
Williams	Poem
Williams	The Young Housewife

POET'S GOLD - Read by Helen Hayes, Raymond Massey, Thomas Mitchell

Longfellow	The Day Is Done
Longfellow	The Children's Hour
Longfellow	Paul Revere's Ride
Swinburne	A Child's Laughter
Blake	The Lamb
Blake	The Tiger
Stevenson	Happy Thought
Stevenson	Whole Duty of Children
Stevenson	Good and Bad Children
Stevenson	My Shadow
Stevenson	The Land of Counterpane
Emerson	Concord Hymn
Whitman	O Captain, My Captain
Whitman	There Was a Child Went Forth
Whittier	Barbara Frietche
Holmes	The Deacon's Masterpiece
Field	Little Boy Blue
Lear	The Owl and The Pussycat

Carroll	Jabberwocky
Kipling	The Law of the Jungle
Coleridge	The Rime of the Ancient Mariner

ROBERT FROST READS THE POEMS OF ROBERT FROST

WORLDS OF LITERATURE, VOL. I, POETRY

Benét, Rosemary	Nancy Hanks
Daly, T. A.	Between Two Loves
Garland, H.	Do You Fear the Wind?
Longfellow	Paul Revere's Ride
	Blue Tail Fly

WORLDS OF LITERATURE, VOL, II, POETRY

Kipling	If
Masefield	Sea Fever
Noyes	The Highwayman
	Edward, Edward
	Go Down, Moses
Whittier	Barbara Frietchie

WORLDS OF LITERATURE, VOL. III, POETRY

Daly	Leetla Georgio Washeeton
Kipling	Mandalay
Housman	Oh, When I Was In Love With You
Leigh	The Twins
Miller	Columbus
Nathan	Dunkirk
	The Devil and the Farmer's Wife
	May Colvin

WORLDS OF LITERATURE, VOL, IV, POETRY

Aldrich	Memory
Bible	The Twenty-Third Psalm
Carlyle	Today
Hay	The Enchanted Shirt
Houseman	When I Was One-And-Twenty
Kilmer	Martin
Kipling	Gunga Din
Marais	Jan Pieriewiet
de la Mare	Martha
O'Shaughnessy	Ode
Stuart	These Hills I Love
Stuart	Her Work Is Done
Suckling	The Constant Lover
Teasdale	The Look
Yeats	The Lake Isle of Innesfree

WORLDS OF LITERATURE, VOL, V, POETRY

Folk Ballad	Swapping Song
Johnson	The Creation
Lindsay	Abraham Lincoln Walks at Midnight
Sandburg	Prayers of Steel
Sandburg	Grass
Saxe	The Blind Man and The Elephant

WORLDS OF LITERATURE, VOL, VI, POETRY

Brooke	The Great Lover
Brooke	The Soldier
Browning, E.	How Do I Love Thee?
Browning, R.	My Last Duchess
Gilbert	To The Terrestrial Glove
Keats	Bright Star, Would I Were Steadfast
Lovelace	To Althea, From Prison
Milton	On His Blindness
Old Sea Chantey	Blow The Man Down
Rossetti	Remember
Shakespeare	To Be Or Not To Be
Shelley	Ozymandias
Wordsworth	Composed Upon Westminister Bridge

II. History

GREAT AMERICAN SPEECHES - Melvyn Douglas, Vincent Price, Ed Begley, Carl Sandburg

Patrick Henry	"Liberty or Death"
George Washington	Inaugural Address
Thomas Jefferson	Inaugural Address
Josiah Quincy	On Admission of Louisiana
Henry Clay	On the War of 1812
Abraham Lincoln	A House Divided
Charles Sumner	The Crime Against Kansas
Abraham Lincoln	The Cooper Union Speech
Robert Toombs	On Secession
Abraham Lincoln	Gettysburg Address
Robert E. Lee	Farewell to His Troops
William Jennings Bryan	The Cross of Gold Speech

HERITAGE U.S.A., VOL. II, PART I, DOCUMENTS AND SPEECHES

Read by David Kurlan, Text by Charles Edward Smith

HERITAGE U.S.A., VOL. II, PART II, DOCUMENTS AND SPEECHES

Read by David Kurlan, Text by Charles Edward Smith

HISTORY SPEAKS, NO. 1

Dewey at Manila, 1898

HISTORY SPEAKS, NO. 2

Betsy Ross Showing the First Flag

HISTORY SPEAKS, NO. 3

Columbus and His Crew

HISTORY SPEAKS, NO. 4

The Star Spangled Banner Francis Scott Key, 1814

I CAN HEAR IT NOW, VOL. I, 1933-1945

By Edward R. Murrow and Fred Friendly

Actual voices of: Eisenhower, Wilkie, Chamberlain, Duke of Windsor, Churchill, Stalin, Truman, Roosevelt, Hitler, Dewey, MacArthur, Al Smith, LaGuardis, Lou Gehrig's Farewell, FDR's funeral Procession, D-Day, Hindenburg Explosion.

I CAN HEAR IT NOW, VOL. II, 1945-1949

By Edward R. Murrow and Fred Friendly

Actual voices of: Churchill, Baruch, Truman, Barkley, Dewey, Tito, Eisenhower, Vishinsky, Marshall, Lilienthal, the Nurnberg Trials, the Birth of Israel, Petrillo testifies, Truman imitates Kaltenborn, LaGuardia reads the funnies, Masaryk, Babe Ruth says "good-bye."

I CAN HEAR IT NOW, VOL. III, 1919-1932

By Edward R. Murrow and Fred Friendly

Wilson and the League, Harding and Teapot Dome, Coolidge and Prosperity, Scopes Trial, Dempsey-Tunney Fight, Lindburg Flight, Sacco and Vanzetti, Prohibition and the Jazz Age, Stock Market Crash, the Depression.

OLD IRONSIDES

Young Peoples Records; told by Tom Glazer; written by Jay Williams

OUR COMMON HERITAGE

Great poems celebrating milestones in American history. Read by:

Walter Huston: Warren's Address to the American Soldiers
Hail Columbia
Pat O'Brien: Sheridan's Ride
America

HISTORICAL AMERICA IN SONG - Burl Ives

I. Songs of the Colonies
II. Songs of the Revolution
III. Songs of the North and the South
IV. Songs of the Sea
V. Songs of the Frontier
VI. Songs of Expanding America

THE AMERICAN REVOLUTION - Richard Bales

(A Cantata based on the music of the American colonies, 1775-1800 Lutheran Church of the Reformation Choir with soprano and baritone solos)

THE CONFEDERACY, 1861-1865

Based on the music of the South, 1861-1865

THE UNION, 1861-1865

Based on the music of the North, 1861-1865

YOU ARE THERE

Produced and directed by Robert Shayon; reported by CBS correspondents

The Battle of Gettysburg, June 3, 1863
The Signing of the Magna Charta, June 19, 1215

THE LONESOME TRAIN (A Musical Legend)

Abe Lincoln; narrated by Earl Robinson; songs sung by Burl Ives

LET'S VISIT THE WHITE HOUSE

Washington's Inauguration
The President's Mansion
The Mansion is Burned
The Civil War
Teddy and Quentin Roosevelt
The Wilson Girls
A Fireside Chat
Kennedy's inauguration

III. Folk Music

A. American

ADVENTURES IN FOLK SONG

Revolutionary War Songs

AMERICAN FAVORITE BALLADS

Sung by Peter Seeger

AMERICAN FOLK SONGS FOR CHILDREN

Sung by Peter Seeger

BALLADS OF THE CIVIL WAR (1831-1861)

Sung by Hermes Nye

BALLADS OF THE CIVIL WAR (1861-1865)

Sung by Hermes Nye

BALLADS OF THE REVOLUTION (1767-1775)

Sung by Wallace House

BALLADS OF THE REVOLUTION (1776-1781)

Sung by Wallace House

CAMPFIRE SONGS

Blow the Man Down	Home on the Range
Charlie is My Darling	Red River Valley
How Lovely Is the Evening	Taps

EARLY AMERICAN FOLK SONGS

Bob Atcher

FAVORITE COWBOY SONGS

The Sons of the Pioneers

FOLK SONGS OF THE FRONTIER — Roger Wagner Chorale

Home on the Range	The Trail to Mexico
Night-Herding Song	Whoopie-Ti-Yi-Yo
Snag-Tooth Sal	I'm a Poor Lonesome Cowboy
The Buffalo Skinners	O'Bury Me Not on the Lone Prairie
Green Grow the Lilacs	Little Joe
The Old Chisholm Trail	The Wrangler
Goodby, Old Paint	Curtains of Night

GOD'S TROMBONES - and other spirituals

Fred Waring and the Pennsylvanians

HISTORICAL AMERICA IN SONG - VOL, I-VI

Album I	SONGS OF THE COLONIES
Album II	SONGS OF THE REVOLUTION

Album III — SONGS OF THE NORTH

Album IV — SONGS OF THE SEA

Album V — SONGS OF THE FRONTIER

Album VI — SONGS OF EXPANDING AMERICA

VOICES OF THE SOUTH — Roger Wagner Chorale

Go Down, Moses
Li'L Liza Jane
Darling Nelly Gray
Charlottown
Old Time Religion
Aura Lee
Oh, Dem Golden Slippers
He Never Said a Mumblin' Word
Steal Away
Little David, Play On Yo' Harp
Deep River
My Old Kentucky Home
Joshua Fit the Battle
Sometimes I Feel Like a Motherless Child
Gentle Annie

SOMEBODY'S TALL AND HANDSOME

Aaltje van Denburg sings the songs of the Appalachian Mountains

THE AMERICAN SCENE — Mantovani and his Orchestra

Music of Steven Foster
Music of 19th Century America

SONGS OF STEVEN FOSTER — Roger Wagner Chorale

Beautiful Dreamer
De Camptown Races
De Glendy Burke
I Dream of Jeannie
Katy Bell
Nelly Bly
Oh! Lemuel
My Old Kentucky Home
Oh, Susanna
Open Thy Lattice, Love
Old Folks at Home
Old Black Joe
Ring, Ring de Banjo
Some Folks

THE SONGS OF STEVEN FOSTER — Richard Crooks & the Balladeers

Ah! May the Red Rose Live Alway
Beautiful Dreamer
Come Where My Love Lies Dreaming
De Camptown Races
Jeanie
Massa's in the Cold, Cold Ground
My Old Kentucky Home
Oh! Susanna
Old Black Joe
Old Folks at Home

SEA CHANTIES — Roger Wagner Chorale

- Sailing
- Erie Canal
- Wide Missouri
- Boston Come All-Ye
- Rio Grande
- A-Roving
- The Golden Vanity
- Tom's Gone to Hilo
- Drummer and the Cook
- High Barbaree
- Fifteen Men on a Dead Man's Chest
- Blow the Man Down
- Lowlands
- Early in the Morning
- Haul Away, Joe
- Leave Her Johnny

SONGS OF THE SEA — The Norman Luboff Choir

- Homeward Bound
- One More Day
- Shenandoah
- Rio Grande
- Rollin' Home
- Goodbye, My Lover
- A-Roving
- Lowlands
- The Dark Eyed Sailor
- The Boston Come All Ye
- Goodbye, Fare Ye Well
- Eternal Father

SONGS OF THE WEST — The Norman Luboff Choir

- Home on the Range
- Old Chisholm Trail
- Whoopie-Ti-Yi-Yo
- Tumbling Tumbleweeds
- Colorado Trail
- Night Herding Song
- Bury Me Not On the Lone Prairie
- Streets of Laredo
- Doney Gal
- Poor Lonesome Cowboy
- I Ride an Old Paint
- Cool Water

STEVEN FOSTER SONG BOOK — The Robert Shaw Chorale

- Beautiful Dreamer
- Camptown Races
- Dolcy Jones
- Gentle Annie
- Gentle Lena Clare
- Come Where My Love Lies Dreaming
- Laura Lee
- Old Black Joe
- Nelly Bly
- Some Folks
- Thou Art the Queen of My Song
- Way Down in Cairo
- Old Folks at Home
- Oh Susanna
- My Old Kentucky Home

VOICES OF THE SOUTH — Roger Wagner Chorale

WHAT WONDROUS LOVE — The Roger Shaw Chorale

WHO BUILT AMERICA — Sung by Bill Bonyun

- Waly Waly
- The Green Mountain Boys
- The Erie Canal
- Santy Anno
- Auction Block
- Shoot the Buffalo
- My Government Claim
- The Praetes
- Drill Ye Tarriers
- Jesse James
- The Boll Weevil
- Chisholm Trail

B. American Indian

THE EAGLE AND THE THRUSH — Algernon Black, narrator

MUSIC OF THE AMERICAN INDIANS — RCA Victor Orchestra

Butterfly Dance (Hopi)
Chant of the Eagle Dance (Hopi)
Dance Song (Omaha)
From an Indian Lodge (MacDowell)
Love Song (MacDowell)
Love with Tears (Cheyenne)
Omaha Ceremonial (Omaha)
Pueblo Lullaby (Pueblo)
Shuffling Feet (Sioux)
The Sunrise Call (Zuni)
War Dance (Skilton)
Hunting Dance (Skilton)
Winnebago Love Song (Winnebago)

MUSIC OF THE SIOUX AND THE NAVAJO

Recorded in Indian communities by Willard Rhodes

THE PUEBLO INDIANS

In story, song and dance; Swift Eagle, narrator

C. Of Other Lands

Arabian

ARABIC SONGS OF LEBANON AND EGYPT

FOLK AND TRADITIONAL MUSIC OF TURKEY

LOVE SONGS OF LEBANON

Alaska

ESKIMOS OF HUDSON BAY AND ALASKA

Alps

YOUR MUSICAL HOLIDAY IN THE ALPS

MOUNTAIN SONGS AND YODELING OF THE ALPS

MUSIC OF THE ITALIAN ALPS

Africa

NEGRO FOLK MUSIC OF AFRICA AND AMERICA

Amsterdam

AFTERNOON IN AMSTERDAM

Austria

YOUR MUSICAL HOLIDAY IN VIENNA

Brazil

CARNIVAL WEEK IN RIO

YOUR MUSICAL HOLIDAY IN RIO

Britain

FOLK SONGS OF THE OLD WORLD, VOL. I, BRITISH ISLES

SONGS OF THE BRITISH ISLES

Canada

YOUR MUSICAL HOLIDAY IN CANADA

Caribbean

SONGS OF THE CARIBBEAN

CARIBBEAN DANCES

DANCES OF THE WORLD'S PEOPLE

Cuba

YOUR MUSICAL HOLIDAY IN HAVANA

Denmark

SONGS OF DENMARK

France

YOUR MUSICAL HOLIDAY IN PARIS

Germany

GERMAN FAVORITE SONGS

GERMAN FOLK SONGS

Greece

SONGS AND DANCES OF GREECE

Hawaii

YOUR MUSICAL HOLIDAY IN HAWAII

PARADISE ISLES

HAWAIIAN SHORES

HAWAIIAN FAVORITES

Italy

YOUR MUSICAL HOLIDAY IN ITALY

ITALIAN FOLK SONGS

ITALY - ITS SOUNDS AND PEOPLE

Ireland

TRADITIONAL IRISH SONGS (Text includes Gaelic words and translations)

IRISH POPULAR DANCES

Japan

CHERRY BLOSSOM TIME IN JAPAN

THE TOSHIBA SINGING ANGELS (Singing Japanese children's songs)

Korea

FOLK-CLASSICAL MUSIC OF KOREA

Latin America

A MUSICAL TRIP TO LATIN AMERICA

LATIN AMERICAN FOLK SONGS

Mexico

A PROGRAM OF MEXICAN MUSIC

MEXICAN MARIMBA BAND

Peru

MUSIC OF PERU

Poland

POLISH FOLK SONGS AND DANCES

Puerto Rico

SONGS AND DANCES OF PUERTO RICO

Russia

A PROGRAM OF RUSSIAN MUSIC

GALA RUSSE

RUSSIAN BALALAIKAS

Scotland

GREAT SCOTTISH BALLADS

SCOTTISH BAGPIPE MUSIC

South America

DANCES OF THE WORLDS PEOPLES

YOUR MUSICAL HOLIDAY IN SOUTH AMERICA

Spain

SPAIN (Six Spanish compositions for orchestra)

ESPANA!

YOUR MUSICAL HOLIDAY IN SPAIN

Switzerland

SONGS AND DANCES OF SWITZERLAND

Yugoslavia

SONGS AND DANCES OF YUGOSLAVIA

Wales

WELSH FOLK SONGS

West Indian Islands

YOUR MUSICAL HOLIDAY IN THE WEST INDIES

A CALYPSO CARNIVAL WITH WILMOTH HOUDINI, LORD BEGINNER, LORD KITCHENER, THE LION AND THE IRON DUKE

D. World-Wide

HELLO, WORLD! Eleanor Roosevelt, narrator

A musical trip around the world

DANCES OF THE WORLD'S PEOPLES, Vol. 3

Caribbean and South American

FOLK SONGS OF THE OLD WORLD

Vol. 1, BRITISH ISLES

Vol. 2, WESTERN EUROPE

FOLLOW THE SUNSET

GOSH, WHAT A WONDERFUL WORLD

Folksongs from Canada, England, France, Holland, Italy, Mexico, Puerto Rico, Switzerland, and U. S.

MUSIC OF THE WORLD'S PEOPLE

Vol. 1: Arabia, Bali, France, Greece, India, Iceland, Ireland, Japan, Madagascar, Nigeria, Russian Gypsy, Spain, Tahiti, Tibet, United States, Georgia

Vol. 2: Albania, Azerbaijan, Australia, Chile, China, Congo, Cuba, Finland, French Canada, Iran, Jewish, Kashmir, Italy, Sioux, Chile, Ukraine, Serbia

Vol. 3: Armenia, Austria, Borneo, Bretagne, Ceylon, Estonia, Ituri, Java, Korea, Kurdistan, Mexican Yaqui, Pygmies, Portugal, Rumania, Samoa, Switzerland, Sweden, U.S.S.R., Venezuela, U.S.A.

Vol. 4: Argentina, Brazil, Dahomey, Bulgaria, Egypt, England, Hungary (Gypsy), Mexico, N.W. Coast Indians, Peru, Phillipines, South African Zulu, Turkey, Thailand, Trinidad, Viet Nam, Puerto Rico, Yugoslavia

MY TRUE LOVE SINGS

Folk love songs from many lands, some in original languages.

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Songs from 24 countries: France, Mexico, Poland, China, Portugal, Ireland, Russia, Scotland, Venezuela, Sweden, Switzerland, Zululand, England, Germany, Japan, Netherlands, West Indies, Spain, Austria, Italy, Wales, Austria, Canada, United States.

THE RITUAL OF THE SAVAGE

An original composition with American harmonies, but rhythmic effects and melodies taken from jungle and orient

WORLD LIBRARY OF FOLK AND PRIMITIVE MUSIC

Vol. I - IRISH FOLK SONGS

Vol. II - FRENCH AFRICA

Vol. III - ENGLAND

Vol. IV - FRANCE

Vol. V - AUSTRIAN ABORIGINAL AND EASTERN NEW GUINEA

Vol. VI - SCOTLAND

Vol. VII - INDONESIA

Vol. VIII - CANADA

Vol. IX - VENEZUELA

Vol. X - BRITISH EAST AFRICA

Vol. XI - JAPAN, RYUKUS, FORMOSA, KOREA

Vol. XII - INDIA

Vol. XIII - SPAIN

Vol. XIV - YUGOSLAVIA

WORLDS OF MAN

Vol I - HIS WORK -- the story, music and natural sounds of people at work.

Vol II - RELIGIONS -- the music and sounds of peoples round the world at worship

IV. Records for Christmas

A CHRISTMAS GIFT (THE JUGGLER OF OUR LADY) - a story told by John Nesbitt

AMAHL AND THE NIGHT VISITORS - NBC Original Cast

A CHRISTMAS CAROL - Dickens; Basil Rathbone and Ronald Coleman, narrators

MR. PICKWICK'S CHRISTMAS - Dickens; Charles Laughton, narrator

V. Musical Stories

AIDA - Verdi; Jam Handy, narrator -- Stories of Musical Classics

THE BARBER OF SEVILLE - Rossini; Jam Handy, narrator -- Stories of Musical Classics

THE BARTERED BRIDE - Smetana; Jam Handy, narrator -- Stories of Musical Classics

COPPELIA - Delibes; Jam Handy, narrator -- Stories of Musical Classics

DIANA AND THE GOLDEN APPLES - Art Gilmore, narrator

THE LITTLEST OUTLAW - Walt Disney

LOHENGRIN - Wagner; opera and ballet stories; Jam Handy, narrator

MAGIC FLUTE - Mozart; Opera and Ballet Stories, Jam Handy, narrator

THE MASTERSINGERS - Wagner. Stories of Musical Classics; Jam Handy, narrator

MIDSUMMER NIGHT'S DREAM - Mendelssohn; Stories of Musical Classics, Jam Handy, narrator

THE NUTCRACKER SUITE - Tchaikovsky; Stories of Musical Classics, Jam Handy, narrator

PEER GYNT SUITE Jam Handy narrator

PORTRAIT OF A FRONTIER TOWN Don Gillis

ROBIN HOOD Walt Disney

SCHEHERAZADE Rimsky-Korsakoff Jam Handy narrator -- Stories of the Musical Classics

SWAN LAKE Tchaikovsky, Jam Handy narrator -- Stories of Musical Classics

SWISS FAMILY ROBINSON -- Walt Disney

UNCLE REMUS STORIES - RCA Victor Youth Series

WALTZ OF THE FLOWERS -Art Gilmore narrator

VI. Shows Broadway Hollywood Operettas

A CHILD S INTRODUCTION TO GILBERT AND SULLIVAN

H M S PINAFORE

THE MIKADO

PIRATES OF PENZANCE

MY FAIR LADY

PORGY AND BESS

TREASURY OF GREAT OPERETTAS

DIE FLEDERMAUS (THE BAT)	Strauss
MLLE MODISTE	Herbert
THE MERRY WIDOW	Lehár
A WALTZ DREAM	Strauss
A NIGHT IN VENICE	Strauss
BABES IN TOYLAND	Herbert
THE DESERT SONG	Romberg
NAUGHTY MARIETTA	Herbert
ROSE-MARIE	Friml & Stohart
BLOSSOM TIME	Romberg
THE STUDENT PRINCE	Romberg
THE RED MILL	Herbert
SHOW BOAT	Kern
THE NEW MOON	Romberg
PORGY AND BESS	Gershwin
THE VAGABOND KING	Friml
ROBERTA	Kern
SONG OF NORWAY	Greig

VII. Classical

NUTCRACKER SUITE	Tchaikovsky
"ROMEO AND JULIET"	Tchaikovsky
SWAN LAKE	Tchaikovsky
A LINCOLN PORTRAIT	Copland; With Carl Sandburg
BILLY THE KID	Copland
GRAND CANYON SUITE	Grofe
A MIDSUMMER NIGHT'S DREAM	Mendelssohn
PETER AND THE WOLF	Prokofieff
SCHEHERAZADE	Rimsky-Korsakov

Appendix F

ADDRESSES OF PUBLISHERS

Allyn & Bacon, Inc.
470 Alantic Avenue
Boston, Massachusetts 02110

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55 High Street
Middletown, Connecticut 06457

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201 Madison Avenue
New York, New York 10010

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757 Third Avenue
New York, New York 10017

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Atlanta, Georgia 46219

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Atlanta, Georgia 30305

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Bloomington, Indiana 47401

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Chicago, Illinois 45202

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New York, New York 10022

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1201 16th Street, N. W.
Washington, D. C. 20036

Perfection Form Company
Logan
Iowa

Reader's Digest
Educational Department
Pleasantville, New York 10570

Richardson Independent School District
Superintendent's Office
Richardson, Texas 75080

Scholastic Book Service
50 West 44th Street
New York, New York 10036

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1900 East Lake Avenue
Glenview, Illinois 60025

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Everett, Washington 98202

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Gary, Indiana 46402

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Knoxville, Tennessee
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Stanford
California 94305

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Box 2028
Austin, Texas 78761